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ABSTRACT

Prepared to aid decision makers at local, state, and national levels in planning and assessing vocational education in Wisconsin, this composite report presents data from the first phase of the evaluation system of secondary vocational education--the Self Evaluation Phase. Chapter 1 overviews the evaluation activities and the remainder of this report. Chapter 2 includes only selected data from each of six self-evaluation activities conducted by local education agencies: followup of graduates, employer followup, student assessment, vocational staff assessment, advisory committee assessment, and assessment of staff dealing with special needs students in vocational programs. Chapter 3 has isolated data about each vocational discipline from the mass of composite data. Data are presented about four outcome measures of 1- and 3-year graduates--job relatedness, training satisfaction, postsecondary training, and hourly wage--and three outcome measures of in-school membership in vocational student organizations--training satisfaction, occupational awareness, and post-high school plans. Outcome measures are shown first in chart form, followed by a brief narrative highlighting selected findings. Chaper 4 draws conclusions about five selected outcome measures of a secondary vocational program: job relatedness, training satisfaction, postsecondary training, wages, and in-school vocational student organizations. (YLB)

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WISCONSIN DEPARTMENT of PUBLIC INSTRUCTION
Barbara Thompson, Ph.D., State Superintendent

ED2018873

The Third Annual

COMPOSITE EVALUATION REPORT FOR SECONDARY VOCATIONAL EDUCATION IN WISCONSIN

1979-80

CE029001

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The Third Annual

COMPOSITE EVALUATION REPORT FOR SECONDARY VOCATIONAL EDUCATION IN WISCONSIN 1979-80

ACKNOWLEDGEMENTS

The writers would like to acknowledge the efforts of those individuals and groups who helped in the development and conduct of the secondary vocational program evaluation project both in the pilot years of 1976-77 and 1977-78 as well as the first statewide effort of 1978-79 and this past year of 1979-80.

- Recognition for foresight and continual support is given to the Bureau of Vocational Education and the Department of Public Instruction. Ruel Falk, BVE Director, Virgil Martinson and Paul Speight, BVE Supervisor consultants are recognized as well for their special help and inspiration.

- The project advisory committee served creatively and effectively in developing the basic criteria for evaluation as well as for providing input for instrumentation and procedures, pilot school selection, visiting team selection, and revision of the pilot manual.

- The pilot school administration, local vocational education coordinators and vocational and other staff are commended for having responded with wholehearted professional dedication and participation as the pilot test schools, doing so under rigorous time constraints.

- Administration, staff, and community members of schools participating in the statewide program evaluation effort have worked diligently with each other and with CVTAE staff in completing the requirements for internal and external evaluation.

- Wisconsin secondary school district administrators and post-secondary administrators are especially commended for cooperating in the on-site phase of the program evaluation by releasing requested district/school staff to serve as team leaders and members. Without this reciprocity of services the on-site phase could not continue.

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INTRODUCTORY OVERVIEW

Early in 1975, a small group of Wisconsin local vocational education coordinators (LVECs) indicated that an evaluation system needed to be developed to help them determine if their particular vocational programs were meeting their objectives, the needs of the students, and the needs of the community.

In response to the above initial request, the Department of Public Instruction (DPI) funded the Center for Vocational, Technical and Adult Education (CVTAE) at UW-Stout to develop and pilot the evaluation system for secondary vocational programs. The main goal of the program evaluation as designed is program improvement; however, the evaluation system as designed will also satisfy federal legislation and state requirements of program evaluation within a five-year cycle.

The program evaluation system, entitled "The Statewide Secondary Vocational Program Evaluation System," was developed during the project's pilot years of 1976-77 and 1977-78 and continued in the first year of statewide implementation, 1978-79 and again in 1979-80. The procedures and instrumentation were designed to provide vocational education outcome data for three administrative levels of vocational education. The goals are prioritized as follows:

(1) Local Level - promote and assist in the evaluation of secondary vocational programs for the purpose of program improvement at the local level;

(2) State Level - provide the DPI with valid and representative data upon which statewide planning of vocational education programs can be based; and,

(3) National Level - help ensure accountability of Federal and State funds allocated to local secondary vocational programs and to satisfy federal legislation and state requirements of program evaluation within a five-year cycle.

The Statewide Vocational Program Evaluation Model was field tested in one Local Education Agency during 1976-77, at 17 sites during 1977-78 and implemented statewide in 40 schools during 1978-79. In 1979-80 56 schools became involved in the evaluation process. This third annual Composite Evaluation Report represents a summary and synthesis of self evaluation data from the 56 (1979-80) schools. Each school conducted an extensive vocational program self evaluation, gathering data from graduates, employers, advisory committee members, staff, and current students. Eighteen schools completed all evaluation activities in fiscal 80 while the remainder have chosen to complete the activities over an 18-month period rather than a 12-month period.

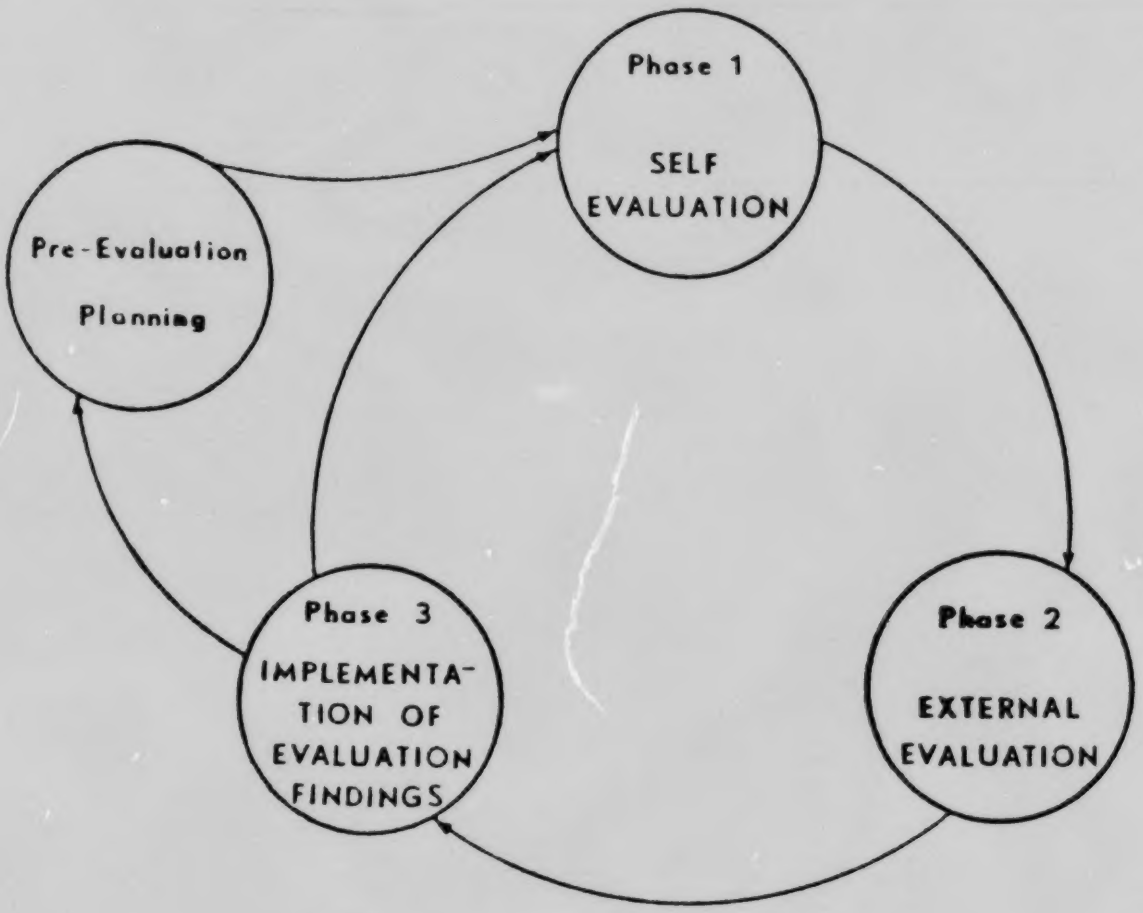
While this Composite Evaluation Report presents data from the first phase of the evaluation system only--the Self Evaluation Phase--the reader should be informed that schools follow the self evaluation by hosting an external on-site evaluation team to complete the second or Team Visitation Phase. Schools having completed the team phase are presently involved in the third and final phase of the evaluation model, that of Implementation of Evaluation Findings. See Figure 1 for an overview of the three evaluation phases.

This composite report is prepared to aid decision makers at local, state and national levels in planning and assessing vocational education in Wisconsin. It can also be used to portray the impact of vocational education at all levels. This report, combined with similar reports from other states, could well supply Congress with valid and appropriate vocational education outcome data.

FIGURE 1

OVERVIEW

SECONDARY VOCATIONAL PROGRAM THREE-PHASE EVALUATION SYSTEM



Chapter 1

PERSPECTIVE

The evaluation system defines and focuses on the following six major components of a vocational program: Needs Assessment, Goals/Planning, Implementation, Product, Evaluation and Special Needs. Within each program component, "key questions" for evaluation were addressed through the following evaluation activities:

Phase*	Activities	Form
I	Self Study Narrative	A
I	Student Followup	
	(1) One-year Capstone Graduate	B1
	(2) Three-year Capstone Graduate	B2
	(3) One-year non-Capstone Graduate	B3
	(4) Three-year non-Capstone Graduate	B4
I	Employer Followup	C
I	Student (in-school) Assessment	
	(1) Vocational Student Interest Survey	D1
	(2) Overall Student Interest Survey	D2
I	Professional Staff Assessment	E
I	Advisory Committee Opinionnaire	F
I	School and Community Data Collection	G
I	Vocational Services to Special Needs Students	H1 H2
II	On-Site Team Review	

* I = Self Evaluation; II = External Evaluation

Students, graduates, employers of graduates, advisory committee members and vocational staff were surveyed through the above activities providing data on key evaluation concerns for local program improvement.

It should be noted that Chapter 2 of this report includes only *selected* composite data from each self evaluation activity.

"Publication tables" present major evaluation findings and comparisons judged by the writers to be of interest to vocational educators and planners across the state. However, a full report of all composite data is displayed in "working table" format not included with this publication. Anyone interested in receiving a copy can do so by contacting the Center for Vocational, Technical and Adult Education at UW-Stout.

Chapter 3 of this report has isolated data about each vocational discipline from the mass of composite data, so that vocational educators working with a specific discipline may seek highlighted strengths and weaknesses of that program.

The intent of Chapter 4 is to draw conclusions about five selected outcome measures of a secondary vocational program. The material in this chapter will draw together the individual discipline analyses and look at each outcome measure as it is documented through all capstone and sequence programs.

The writers would like to call the reader's attention to some characteristics of the sample. Schools used in this effort embraced 56 schools out of a statewide total of over 300 schools. Schools participating in FY79 activities were "volunteers" rather than being selected in any random order. Schools were given the opportunity to schedule their vocational program evaluation during the remaining three years of the five-year cycle. A list of the 56 schools can be found in Appendix A.

The First Annual Composite Report of FY78 raised the question of whether the first selection pilot sample of 17 schools would differ from the universe of state schools reporting in succeeding years and thus was an atypical sample.

In the Second Composite Report for FY79 most tables where a comparison was made showed little variance between 1978 and 1979.

In the Third Composite Report of FY80 results again show little variance from the previous two Composite Reports of FY78 and FY79. This substantially increases the validity of the three reports.

Return response percentage for the graduates followups ranged from a low of 30 percent to a high of 82 percent with a median of 52 percent. The return response percentage for the employer followups ranged from a low of 41 percent to a high of 90 percent with a median of 63 percent.

Chapter 2

SELECTED FINDINGS

Introduction

The information presented in this chapter is introduced in sections relating to the self evaluation activities conducted by LEAs.

- The first section deals with the followup of first- and third-year capstone graduates.

Followup of Graduates p. 6

- The next section contains responses from the followup of employers of capstone graduates.

Employer Followup p. 9

- The remaining sections display data from current vocational students, vocational staff, advisory committee members and staff dealing with special needs students in vocational programs, respectively.

Student Assessment p. 14

Staff Assessment p. 23

Advisory Assessment p. 26

Special Needs p. 28

- The final section includes a narrative summary of the previous six sections.

Summary p. 29

Data elicited from the respondent populations were key entered and processed by the CVTAE Computer Center at UW-Stout. Analysis programs were used which generated number, percent, mean and standard deviation for each item. The unique computer printout designed for this project also printed each item question and each allowable response to enable the evaluator to analyze and transfer data to first level table shells with relative ease. A one-page example of the employer printout is provided in Appendix B, page 90.

It will be seen that percentages in the following tables will not in each case total exactly 100 percent. This is because of a rounding off of percentage figures and also because some respondents at times omitted items. Respondents were also allowed to select multiple responses to various items.

DO CAPSTONE GRADUATES GO DIRECTLY INTO THE LABOR MARKET?

Table 1 displays the employment and educational status of 2,305 one-year capstone and three-year capstone graduates from 56 schools.

Table 1

EMPLOYMENT AND EDUCATIONAL STATUS OF CAPSTONE GRADUATES

	1980	
	N = 1267	N = 1038
Employment Status	One-year Capstone Graduates %	Three-year Capstone Graduates %
(1) employed FULL time in a paid non-military occupation.	55	69
(2) employed FULL time in the military service.	2	3
(3) employed PART time - not in school	4	3
(4) employed PART time while in school	16	6
(5) full-time student - not employed part time.	15	8
(6) full-time homemaker - not looking for paid employment.	1	4
(7) full-time homemaker - looking for paid employment.	0	1
(8) unemployed but looking for paid employment.	4	2
(9) unemployed - not looking for paid employment.	1	1

Employment Status - Fifty seven percent of one-year graduates and 72 percent of three-year graduates are employed full time. An additional 20 percent of one-year graduates and 9 percent of three-year graduates are employed part time. Sixteen and 6 percent respectively of graduates employed part time are students. One percent of the one-year graduates and 5 percent of the three-year graduates are full-time homemakers.

An overall look at employment of capstone graduates shows that 77 percent of one-year graduates are employed full or part time and 81 percent of three-year graduates are employed full or part time. Five percent of one-year graduates and 4 percent of three-year graduates are unemployed.

Educational Status - Thirty-one percent of one-year graduates are students (16 percent employed part time and 15 percent not employed). Fourteen percent of three-year graduates are students (6 percent employed part time and 8 percent not employed).

DO CAPSTONE GRADUATES WORK IN FIELDS RELATED TO THEIR EDUCATIONAL TRAINING?

Table 2 displays the relatedness of employed capstone graduates' present jobs to their vocational training.

Table 2

RELATEDNESS OF PRESENT JOBS TO VOCATIONAL TRAINING

Job title coded as:	1980 N = 1267 One-year Capstone Graduates %	1979 N = 1103 One-year Capstone Graduates %	1980 N = 1038 Three-year Capstone Graduates %	1979 N = 907 Three-year Capstone Graduates %
• directly related to training.	56	57	49	50
• somewhat related to training.	16	15	17	20
• not related to training	28	27	34	29

Of those employed 1980 graduates who responded, 56 percent of one-year graduates and 49 percent of three-year graduates were judged to be in a directly related employment field, 72 percent and 66 percent respectively were judged to be employed in directly and somwehat related jobs while 28 percent and 34 percent respectively were judged to be in non-related jobs. These percentages vary 1 percent to 5 percent from data gathered from 1979 graduates.

Those graduates employed full time in military service are not included in the above data.

ARE GRADUATES SATISFIED WITH THEIR VOCATIONAL TRAINING?

Table 3

GRADUATES' EXPRESSION OF SATISFACTION
WITH THEIR VOCATIONAL TRAINING

	1980 N = 1267	1979 N = 1103	1980 N = 1038	1979 N = 917
"How do you feel about the Vocational Training you received at your high school?"	One-year Capstone Graduate %	%	Three-year Capstone Graduate %	%
• I was very satisfied.	28	26	23	23
• I was satisfied	58	59	61	62
• I was unsatisfied	7	8	8	9
• I was very unsatisfied.	3	5	5	4

Eighty-six percent of one-year capstone graduates and 84 percent of three-year capstone graduates responding in 1980 expressed some degree of satisfaction with their vocational program while 10 and 13 percent respectively expressed some degree of dissatisfaction. These percentages vary little (1 to 3 percent) from data gathered from 1979 graduates.

DO EMPLOYERS PREFER TO HIRE VOCATIONALLY TRAINED GRADUATES?

Table 4

EMPLOYERS' PREFERENCE FOR HIRING VOCATIONALL TRAINED GRADUATES

"From past experience, would you prefer to hire persons who have had high school vocational training?"	1980 N = 2257 Employer Response %	1979 N = 1189 Employer Response %
• No preference	17	13
• Some preference	44	40
• A good deal of preference	37	45

Thirty-seven percent of employers responding in 1980 and 45 percent of employers responding in 1979 indicated they had a good deal of preference in hiring vocationally trained persons; over 8 out of every 10 employers responding indicated either some or a good deal of preference, while 13 percent and 17 percent voiced a "no preference" response.

HOW DO EMPLOYERS RATE JOB ENTRY SKILLS OF HIGH SCHOOL VOCATIONAL GRADUATES?

Table 5

EMPLOYERS RATE JOB ENTRY SKILL LEVEL
OF HIGH SCHOOL VOCATIONAL GRADUATES

	1980 N = 2257		1979 N = 1189	
"From past experience, how would you rate job entry skills of high school vocational graduates as compared to persons who have not had high school vocational training?"	Employer Response N	%	N	%
• Have not had the opportunity to compare	762	34	423	36
• No difference seen in job entry skills	257	11	117	10
• Non-vocationally trained persons have a higher job entry skill level.	49	2	10	1
• Vocationally trained persons have a higher job entry skill level.	1139	50	598	50

Of those employers responding (both in 1980 and 1979) who did have the opportunity for comparison, 79 percent rated the vocationally trained person as having a high job entry skill level (1139 employers out of 1445 employers for 1980).

HOW DO EMPLOYERS RATE GRADUATES' ATTITUDES TOWARD ON-THE-JOB TRAINING?

Table 6

EMPLOYERS RATE GRADUATES' ATTITUDES TOWARD ON-THE-JOB TRAINING

"What has been this employee's attitude toward on-the-job training?"	1980 N=2257 Employer Response %	1979 N=1189 Employer Response %
• No training has been offered	3	2
• Negative, resists training	1	0
• Acceptant, but needs prodding	12	11
• Positive, willing to learn	49	53
• Very positive, eager to learn	34	33

Eighty-three percent of the 1980 employers and 86 percent of the 1979 employers responding felt the graduate's attitude toward on-the-job training was either very positive, eager to learn, or positive and willing to learn. Twelve and 11 percent respectively of the employers responding felt the graduate's attitude was acceptant of on-the-job training with some prodding needed, while 1 percent and 0 percent felt the graduate's attitude was negative and resisted on-the-job training.

HOW DO EMPLOYERS RATE CAPSTONE GRADUATES ON GENERAL JOB RELATED SKILLS?

Table 7

EMPLOYERS RATE GRADUATES' JOB SKILL PREPARATION

"In the following aspects of employment, how well prepared was this employee for the job for which hired?"	1980 N = 2257 Employer Response Mn	SD	1979 N = 1189 Mn	SD
• Ability to work with co-workers.	4.2	.88	4.2	.88
• Accepting advice and supervision	4.1	.93	4.1	.93
• Quantity of work, output of satisfactory amount.	3.9	.93	3.9	.92
• Quality of work, ability to meet quality demands	3.9	.93	3.8	.92
• Understanding the value and importance of work	3.9	.99	3.9	.97
• Use of tools and equipment	3.6	1.02	3.7	.97
• Selection and care of space, materials and supplies	3.6	.94	3.7	.91
• Understanding, in general, the U.S. economic system (supply-demand, inflation, recession, etc.).	3.3	.97	3.3	.94
• Working in a leadership role	3.2	1.10	3.2	1.10

Employers of both 1980 and 1979 capstone graduates were consistently in a high level of agreement in rating graduates from adequately to well prepared on the general job skills listed above. These skills are shown in rank order for 1980 responses based on the mean rating received. Employers of both years were very consistent in their ratings, not varying more than .1 in any mean rating.

Rating Scale					Standard Deviation
Well Prepared		Adequately Prepared		Not at all Prepared	0 to .60 = Very High Level of Agreement
5	4	3	2	1	.61 to 1.20 = High Level of Agreement
					1.20 to 1.80 = Moderate Level of Agreement
					1.81 & above = Low Level of Agreement

HOW DO EMPLOYERS RATE CAPSTONE GRADUATES ON JOB RELATED PERSONAL QUALITIES?

Table 8

EMPLOYERS RATE GRADUATES' JOB RELATED PERSONAL QUALITIES

"Please rate each of the following personal qualities of this employee."	1980 N = 2257 Employer Response Mn	1980 SD	1979 N = 1189 Mn	1979 SD
DEPENDABILITY: Promptness and reliance in attendance.	4.2	.94	4.2	.94
COURTESY AND FRIENDLINESS: Shows consideration and kindness toward others	4.2	.86	4.3	.80
PERSONAL APPEARANCE: Neatness, cleanliness, appropriate dress and grooming	4.2	.86	4.2	.85
RESPONSIBILITY: Willingness with which work is accepted and performed . . .	4.1	.89	4.2	.86
COOPERATION: Ability to work in harmony with others.	4.1	.89	4.2	.85
WORK ATTITUDE: Degree of enthusiasm with which one performs work.	3.9	.97	3.9	.94
INITIATIVE: Ability to plan and direct own work.	3.7	1.01	3.8	.99
JUDGEMENT: Ability to make sound decisions. . .	3.6	.93	3.6	.88
LEADERSHIP: Qualities of understanding people and directing work of others. . . .	3.3	1.03	3.3	1.01

Employers of both 1980 and 1979 capstone graduates were consistently in a high level of agreement in rating graduates above average on the personal qualities listed above. Ratings are shown in rank order for 1980 responses based on the mean rating received. Employers of both years were consistent in their ratings, not varying more than .1 in any mean rating.

Rating Scale (key)				
Above Average		Average		Below Average
5	4	3	2	1

Standard Deviation (key)
0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Table 9

Student Assessment

Current students (N = 8,275) in all grade levels were surveyed concerning aspects of their vocational program involvement. The population by grade level and program is as shown below:

Grade	1980 N	1980 %
9	700	8
10	1171	14
11	1803	22
12	4601	56
Total	8,275	

Program	1980 N	1980 %
Agriculture.	492	9
Business Education	1378	18
Marketing and Distributive Education	365	4
Health Occupations	242	3
Home Economics	828	10
Industrial Education . . .	1955	22
General Education	2701	33
Total	7961*	

*Three hundred and fourteen students omitted this item.

ARE CURRENT STUDENTS AFFILIATED WITH VOCATIONAL STUDENT ORGANIZATIONS?

Table 10 displays membership patterns of student respondents in each of the vocational student organizations presently available in Wisconsin.

Table 10

OVERALL STUDENT MEMBERSHIP STATUS IN VOCATIONAL STUDENT ORGANIZATIONS

"I am a member of the following student organizations."	1980 N = 5260 Student Response %
omit: 5%	
• Distributive Education Clubs of America (DECA)	7
• Future Business Leaders of America (FBLA)	5
• Future Farmers of America (FFA)	12
• Future Teachers of America (FTA)	0
• Home Economics Related Occupations (HERO)	2
• Vocational and Industrial Clubs of America (VICA)	1
• Future Homemakers of America (FHA)	4
• Other	6
• None	58

NOTE: General Education student responses are not included in the above percentages.

Over 5 out of 10 student respondents do not presently claim membership in a vocational student organization.

Table 11

STUDENT MEMBERSHIP STATUS IN
VOCATIONAL STUDENT ORGANIZATIONS
BY DISCIPLINE

1980

N = 5260

"I am a member of the following student organizations."	Student Response %					
	Agriculture	Business Education	Marketing and Distributive Education	Health Occupations	Home Economics	Industrial Education
• DECA	1	3	61*	3	4	1
• FBLA	1	15	3	8	3	0
• FFA	77*	2	2	4	2	10
• FTA	0	0	0	0	0	0
• HERO	1	1	3	1	6	0
• VICA	0	0	0	0	0	2
• FHA	1	4	2	8	10	0
• Other	5	7	5	13	6	4
• None	14	60	21	54	60	76

NOTE: General Education student responses are not included in the above percentages.

*When student membership status is analyzed by vocational discipline, it is shown that two disciplines have high participation in student organizations. Marketing and distributive education reports 61 percent membership in DECA; agriculture reports 77 percent membership in FFA.

Low participation in student organizations is indicated in the remaining vocational disciplines; between 54 percent and 76 percent of all other disciplines report no membership in student organizations.

WHAT ARE CURRENT STUDENTS POST HIGH SCHOOL PLANS?

Table 12

STUDENT'S POST HIGH SCHOOL PLANS

"Following high school, I plan to:"	1980 N = 8275 Student Response %	1979 N = 10,695 Student Response %
	omit 4%	
• go to school	54	55
• go to work	33	36
• other	9	9

Over one half of the 1980 respondents plan at the present time to go on to school while 33 percent are planning on going directly to work.

Figure 2 (page 18) shows more detailed student response to present plans for work or school following high school. Of those who plan to go to work following high school, 1809 or 20 percent, plan to work in a job related to their high school vocational program and 1682 or 19 percent plan to work in a job not related to their vocational program. Seventeen percent or 1509 graduates responding indicated they already had found a job.

Of those graduates who plan to go to school following high school, 824 or 8 percent indicated they will enroll in a one-year vocational diploma program, 1279 or 12 percent in a vocational associate degree program, 2229 or 21 percent in a four-year university, and 461 or 4 percent in an apprenticeship program. A larger number of students [1899] indicated they were intending to enroll in an educational program that was related to their high school vocational program than those students [1401] who indicated they would enroll in a program not related to their high school vocational training.

FIGURE 2

1980 OVERVIEW OF STUDENT RESPONSE TO POST HIGH SCHOOL PLANS

N = 8,275

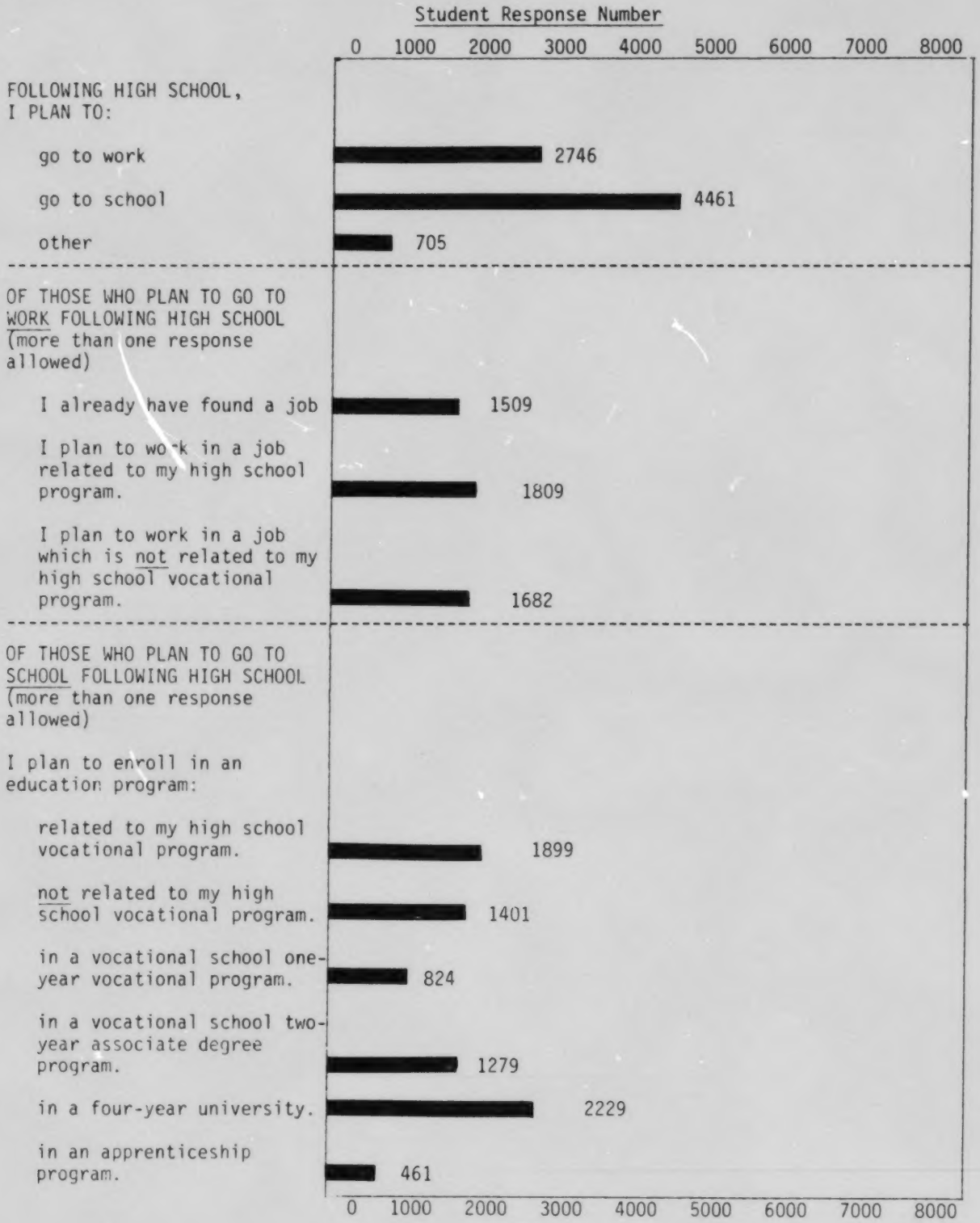

Student Response Number
0 1000 2000 3000 4000 5000 6000 7000 8000
FOLLOWING HIGH SCHOOL, I PLAN TO:
go to work
2746
go to school
4461
other
705
OF THOSE WHO PLAN TO GO TO WORK FOLLOWING HIGH SCHOOL (more than one response allowed)
I already have found a job
1509
I plan to work in a job related to my high school program.
1809
I plan to work in a job which is not related to my high school vocational program.
1682
OF THOSE WHO PLAN TO GO TO SCHOOL FOLLOWING HIGH SCHOOL (more than one response allowed)
I plan to enroll in an education program:
related to my high school vocational program.
1899
not related to my high school vocational program.
1401
in a vocational school one-year vocational program.
824
in a vocational school two-year associate degree program.
1279
in a four-year university.
2229
in an apprenticeship program.
461
0 1000 2000 3000 4000 5000 6000 7000 8000

Figure 3

1980 STUDENT RESPONSE TO POST HIGH SCHOOL PLANS
ANALYZED BY VOCATIONAL DISCIPLINE AREA

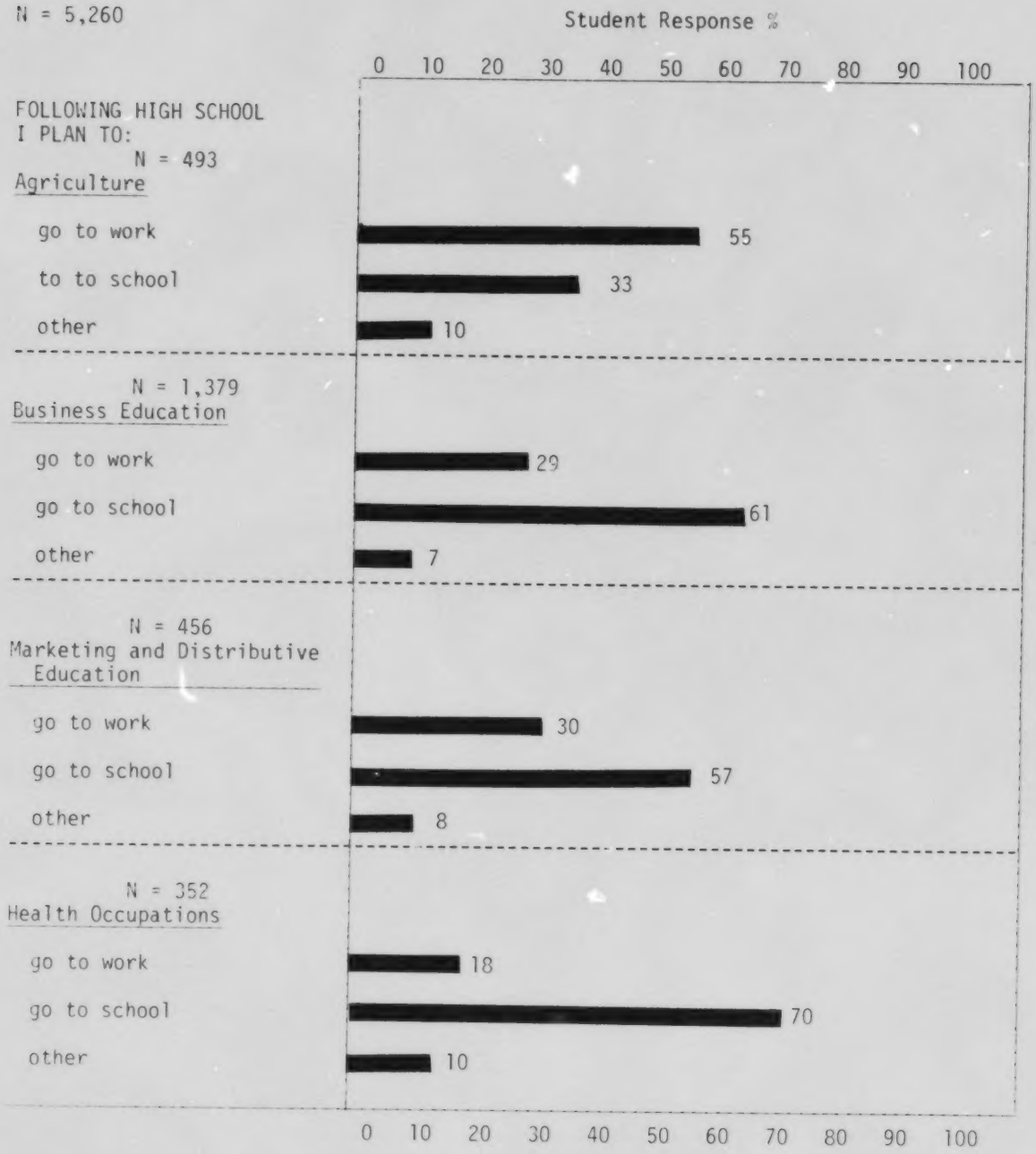


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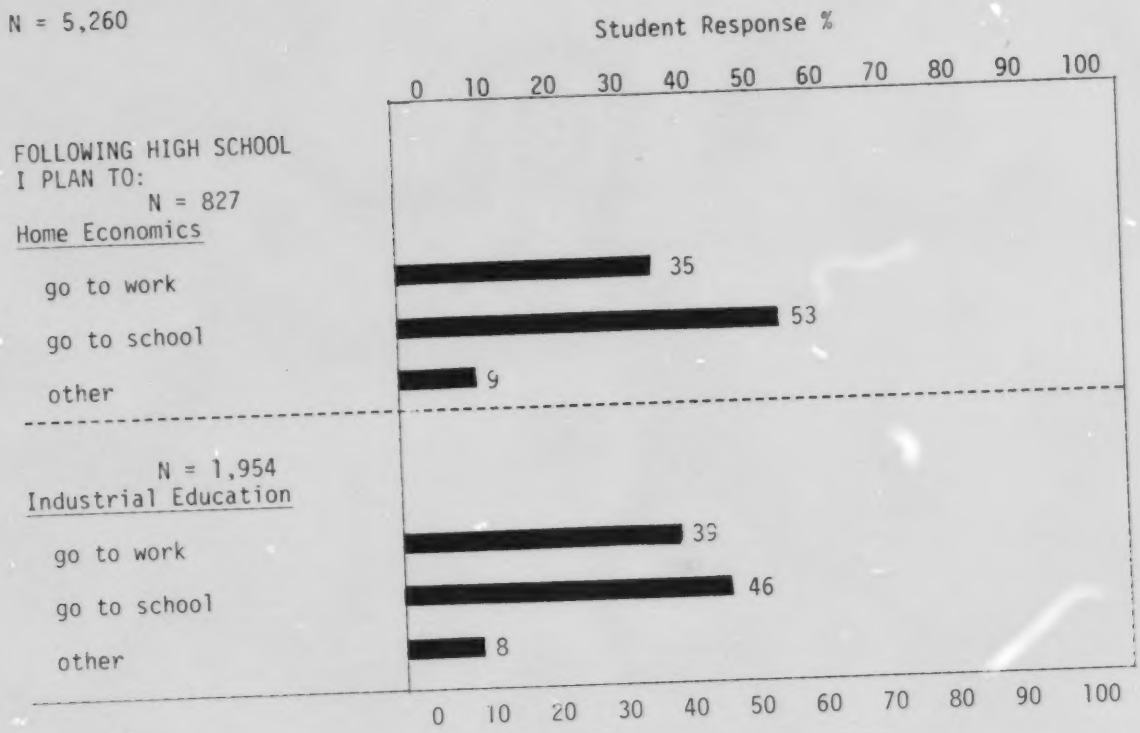
Figure 3 (concluded)

1980 STUDENT RESPONSE TO POST HIGH SCHOOL PLANS
ANALYZED BY VOCATIONAL DISCIPLINE AREA



When analyzed by vocational discipline, it is shown that a larger proportion (70 percent) of health occupations students plan to go on to school; likewise, a smaller proportion (18 percent) of health occupations students plan to work following high school.

Of the six discipline areas, only agriculture shows a higher percentage of students planning to work (55 percent) than go on to school (33 percent).

ARE CURRENT STUDENTS SATISFIED WITH THEIR VOCATIONAL TRAINING?

Table 13

STUDENT SATISFACTION WITH VOCATIONAL TRAINING

"This is how I feel about the vocational training I am receiving at present."	1980 N = 8278 Student Response %	1979 N = 10,699 Student Response %
Omit	6	10
• I am very satisfied.	12	10
• I am satisfied	64	61
• I am unsatisfied	12	13
• I am very unsatisfied.	7	7

Over 7 out of every 10 students surveyed in 1980 and 1979 were satisfied and very satisfied with their present vocational training. Two out of every 10 respondents (1980 and 1979) expressed dissatisfaction with his or her current vocational training.

Table 14

STUDENT SATISFACTION WITH VOCATIONAL TRAINING
ANALYZED BY VOCATIONAL DISCIPLINE AREA

"This is how I feel about the vocational training I am receiving at present."	Student Response %					
	Agriculture	Business Education	Marketing and Distributive Education	Health Occupations	Home Economics	Industrial Education
	N = 493	N = 1379	N = 364	N = 242	N = 827	N = 1954
Very satisfied	13	14	12	17	9	19
Satisfied	67	69	65	58	67	63
Unsatisfied	11	10	12	15	10	9
Very unsatisfied	7	4	8	5	9	6

NOTE: General education student responses are not included in the above percentages.

While students' expressed satisfaction with their program is generally high (7 to 8 out of 10 are satisfied and very satisfied), students from the 6 vocational discipline areas do vary somewhat in their expression of satisfaction with their individual program.

Satisfaction is highest in the business education (83 percent) and industrial education (82 percent) programs. Agriculture (80 percent), marketing and distributive education (77 percent), home economics (76 percent), and health occupations (75 percent) follow in that order.

TABLE 15

Staff Assessment

Current school staff (N = 640) were surveyed concerning aspects of their vocational program involvement. The population surveyed included vocational teachers and counselors who work with vocational students, LVECs and high school principals. Respondents' current primary position is as shown below:

Primary Staff Position	N	%
Vocational Instruction/ Coordination.	543	81
Administration	60	9
Counseling (advising).	49	7
Other.	14	2

ARE THERE ATTAINABLE MEASURABLE OBJECTIVES FOR THE TOTAL VOCATIONAL PROGRAM? FOR THE DISCIPLINE LEVEL?

Table 16 displays staff's knowledge of the district's vocational objectives.

Table 17 displays staff's knowledge of program level objectives.

Table 16

EXISTENCE OF DISTRICT VOCATIONAL OBJECTIVES

N = 640	1980
"There are attainable and measureable objectives for the district's total vocational program."	Staff Response %
• Yes	48
• Not Sure	48
• No	3

Table 17

EXISTENCE OF VOCATIONAL PROGRAM OBJECTIVES

N = 640	1980
"There are attainable and measureable objectives for the vocational program in which you teach, administer or provide guidance."	Staff Response %
• Yes	71
• Not Sure	19
• No	8

Approximately half of the staff responses showed lack of knowledge about district vocational objectives. However, 71 percent indicated knowledge about objectives at the program level.

Staff Assessment

WHAT DO STAFF SEE AS THE STRENGTHS AND WEAKNESSES OF THEIR SCHOOL'S VOCATIONAL PROGRAM?

Table 18

STAFF RATE STRENGTHS AND WEAKNESSES OF THEIR VOCATIONAL PROGRAM

N = 640 1980

Item Statements	Staff Response Mean	SD
Utilizing a variety of effective teaching techniques	3.8	.82
Putting goals and objectives to use in the classroom.	3.7	.84
Relating on-the-job training to classroom instruction	3.4	1.02
Appropriate and adequate facilities	3.3	1.13
Identifying job alternatives for students.	3.3	.83
Having and using school support services: specialists, library, etc..	3.2	.88
Sharing information through an effective communication system.	3.0	.92
Adequate and available resource centers	2.9	1.05
Utilizing cooperative education programs.	2.9	1.18

Staff respondents were consistently in a high level of agreement in rating the vocational program aspects displayed above. Ratings ranged from acceptable to strong with moderate weaknesses identified in resource centers and utilizing cooperative education programs. The level of agreement was high in all items.

KEY	
5 = Very Strong	
4 = Strong	0 to .60 = Very High Level of Agreement
3 = Acceptable	.61 to 1.20 = High Level of Agreement
2 = Weak	1.20 to 1.80 = Moderate Level of Agreement
1 = Very Weak	1.81 & above = Low Level of Agreement

Advisory Committee Assessment

Schools were asked to survey all advisory committee members serving within the various vocational programs. In most cases, surveying was done at a regularly scheduled advisory meeting. In total, 678 advisory committee members responded.

HOW DO ADVISORY COMMITTEE MEMBERS FEEL ABOUT VARIOUS ASPECTS OF THEIR VOCATIONAL PROGRAM INVOLVEMENT?

Table 19 (page 27) displays advisory committee reaction to eleven statements concerning advisory input.

ADVISORY COMMITTEE MEMBERS RATE SELECTED ASPECTS OF THEIR VOCATIONAL PROGRAM INVOLVEMENT

Advisory respondents were consistently in a high level of agreement in rating these statements. They strongly agreed that minutes were well done. Advisory committee members agreed that program philosophy and objectives were put into practice, that student needs were identified, that committee representation was appropriate, and that they had input into curriculum needs. Advisory committee members also agreed that their committee's advice has been utilized, that the cooperative program was well used, and that they had contributed to the effectiveness of the program they advise.

Rating Key	Standard Deviation
1 = Strongly Disagree	0 to .60 = Very High Level of Agreement
2 = Disagree	.60 to 1.20 = High Level of Agreement
3 = Undecided	1.20 to 1.80 = Moderate Level of Agreement
4 = Agree	1.80 & above = Low Level of Agreement
5 = Strongly Agree	

Table 19

ADVISORY COMMITTEE MEMBERS RATE SELECTED ASPECTS OF THEIR VOCATIONAL PROGRAM INVOLVEMENTS

N = 678

Statement	Advisory Response Mean	SD
As far as I know, minutes of our advisory committee meetings are taken, compiled and disseminated	4.18	.75
I believe that the philosophy and objectives of the program for which I advise are carried through in the program.	4.06	.69
I believe my advisory committee has contributed in identifying the needs of the people that the capstone program must serve	4.03	.63
I feel the members of my advisory committee are equally representative of employers and employees.	4.00	.88
My advisory committee has been involved in advising appropriate curriculum needs for the occupational area for which I serve.	4.00	.71
I feel the advice given by my advisory committee has been considered/utilized by the people in the capstone program.	3.98	.70
I believe that the cooperative plan (on-the-job training) in the program for which I advise is well utilized.	3.92	.89
I feel that as a member of my advisory committee I have made a positive contribution to the effectiveness of the capstone program	3.85	.71
My advisory committee has been involved in evaluating the adequacy of in-school facilities and equipment.	3.79	.90
My advisory committee meetings were scheduled for an adequate number of times to accomplish our purpose.	3.71	.93
I feel my advisory committee is or has been involved in identifying specific occupational skills through task analysis or competency assessment.	3.64	.86

HOW EFFECTIVELY ARE SPECIAL NEEDS STUDENTS BEING SERVED IN THE VOCATIONAL PROGRAM?

Table 20

SERVICES TO SPECIAL NEEDS STUDENTS
AS RATED BY VOCATIONAL STAFF

N = 558

Area of Concern	Items	Omit	Less Than Adequate 1 2	Adequate 3	4 More Than Adequate 5	Standard Deviation
Placement and Programming of Handicapped Students in Vocational Classes.	1 - 5	40%		(2.67)		1.16
Meeting the Needs of Handicapped and Disadvantaged Students.	6 - 7	38%		(2.53)		1.00
Job Placement of the Disadvantaged or Handicapped.	8 - 12	69%		(2.36)		1.17
Program Management.	13 - 18	53%		(2.41)		1.11

As indicated by the above table which displays composite data, vocational staff consistently rated services to special needs students as less than adequate. Standard deviations show that agreement is generally high.

The above data show composite means for four areas of concern based on 34 items from Form H. Individual item means ranged from 2.17 to 2.86. For each item, respondents were given the opportunity to indicate if they had had "no involvement;" percentages in the "omit" column show this response.

Standard Deviation (Key)

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

Summary

Summary of Selected Evaluation Findings

Introduction

Data collected in the fifty-six schools which volunteered to participate in the third year of Wisconsin's five-year vocational program evaluation cycle, tend to give a positive picture of the value and effectiveness of secondary vocational education in Wisconsin. Data gathered from graduates, employers of graduates, students, staff, and advisory committee members in the fifty-six schools include the following evaluation results which can, with two exceptions (that of low membership in some student organizations and services to students with special needs), be considered strengths of the vocational program.

Capstone Employment

Capstone graduates responded to show that a high percentage [55 percent of the one-year and 69 percent of the three-year capstone graduates] are employed full time. A relatively small percentage [5 percent and 4 percent] are presently unemployed. Of those graduates who are employed both full time and part time, one-half [56 percent and 49 percent] were judged to be in jobs directly related to their vocational training, 72 percent and 67 percent were judged to be in directly and somewhat related jobs. Slightly over one-quarter [28 percent and 34 percent] were judged to be non-related jobs. These results indicate a major strength of the program: capstone graduates do get jobs directly out of high school, with the majority of them finding these jobs in the field of their high school vocational training.

Wages

Industrial education three-year capstone graduates employed full time were the top money-makers ($11,877 annual) followed by capstone marketing and distributive education full-time three-year grads ($9,963 annual). Three-year capstone and sequence vocational grads employed full time from all disciplines reported higher earnings than one-year grads with the highest percent difference going to marketing and distributive education grads (29%).

Training Satisfaction

Another strength of secondary vocational education in Wisconsin can be found in both graduate and student expression of satisfaction with their vocational training. Over 8 out of every 10 graduates and 7 out of every 10 currently enrolled students responding stated they were either satisfied or very satisfied with their vocational training.

Students from the six vocational disciplines vary somewhat in the degree of expressed satisfaction with their individual program. Satisfaction is highest in the business education program (83 percent), with industrial education (82 percent), agriculture (80 percent), marketing and distributive education (77 percent), home economics (76 percent), and health occupations (75 percent) following in that order.

Employer Preference

Employers of capstone graduates tended to echo graduate and student expressions of satisfaction with the vocational training received. Over 8 out of every 10 employers responding indicated they had either some or a good deal of preference in hiring persons with high school vocational training. One reason for this preference might be found in employers' high ratings of graduates' job entry skill level. Eight out of 10 employers who had the opportunity to compare vocational and non-vocationally trained employees rated the person with high school vocational training as having a higher job entry skill level. Another reason for employer preference in hiring high school graduates with vocational training can be found in employers' rating of graduates' attitude toward on-the-job training. Eighty-three percent of employers responding felt graduates' attitude toward on-the-job training was either very positive [eager to learn] or positive [willing to learn].

Employers continued to give graduates positive ratings in both job related skills and job related personal qualities. The "ability to work with co-workers" and "accepting advice and supervision" were the two highest rated job related skills, receiving 4.2 and 4.1 mean ratings out of a possible 5. The graduates' job related personal qualities of "dependability," "courtesy and friendliness," "personal appearance," "responsibility," and "cooperation" also received high ratings [means of 4.1 to 4.2 out of a possible 5].

Student Organizations

Current students, 56 percent of whom were seniors, indicated that overall they were not taking advantage of membership in local vocational student organizations. Approximately 5 out of 10 student respondents indicated they do not presently belong to a vocational student organization. However, when analyzed by vocational discipline, it was found that the marketing and distributive education discipline reports 61 percent membership in DECA: the agriculture discipline reports 77 percent membership in FFA. Remaining vocational disciplines report membership as low as 2 percent. The possibility exists of a relationship between this low vocational student organization membership and the "average" rating given by employers to graduates on possessing and using "leadership" skills.

Post High School Plans

Over half of the in-school students surveyed [54 percent] indicated they were going on to school, and of those school-bound respondents, 50 percent feel they will go into a four-year university program, 29 percent into an associate degree program, 19 percent into a one-year vocational program, and 10 percent into an apprenticeship. Of those students indicating they were going to work following high school [33 percent], it is interesting to note that more than half [55 percent], had already found a job while still in school.

When student response is analyzed by discipline area, only in the agriculture program did more students indicate their post high school plans are for work rather than school. Students

Summary

In health occupations, marketing and distributive education, business education, home economics and industrial education programs indicate a larger proportion planning to go to school rather than work.

School Staff

School staff, 90 percent of which were vocational instructors and LVECs, were asked to rate 9 selected aspects of their vocational program. They identified as strengths "utilizing effective teaching techniques" and "putting goals and objectives to use in the classroom." "Relating on-the-job training to classroom instruction," "identifying job alternatives to students," "having and using school support services," and "sharing information through an effective communication system" were rated acceptable. "Adequate and available resource centers" and "utilizing cooperative education programs" were identified by staff as moderate weaknesses.

Advisory Committee

The 678 advisory committee members who responded to the evaluation survey reacted positively to selected statements relating to their involvement in their respective vocational areas. Advisory committee members agreed that program philosophy and objectives were put into practice, that student needs were identified, that committee representation was appropriate, and that they had input into curriculum needs. Advisory committee members also agreed that their committee's advice has been utilized, that the cooperative program was well used, and that they had contributed to the effectiveness of the program they advise.

Services to Special Needs Students

Services to special needs students in the vocational program are rated as less that adequate by vocational staff throughout all of the 18-item response form according to composite means from four areas of concern. Composite responses indicating "no involvement" range from 38 percent for "Meeting the Needs of Handicapped and Disadvantaged Students" to 69 percent no involvement in "Job Placement of the Disadvantaged or Handicapped." Agreement levels were generally high on these items.

Perspective

To keep this summary of selected evaluation findings in perspective, the reader is again referred to the last two paragraphs of Chapter 1, which define the volunteer nature of the survey population and the representativeness of the data; and to the last two paragraphs of the Introduction to this chapter, which discuss the reporting procedure used to compile this composite evaluation report.

Chapter 3

DISCIPLINE PROFILES

The intent of this chapter is to isolate data about each vocational discipline from the mass of composite data, so that vocational educators working with a specific discipline may highlight strengths and weaknesses of that program. Data will be presented about four outcome measures of one and three-year graduates of a capstone program as they relate specifically to each discipline:

- job relatedness
- training satisfaction
- post-secondary training, and
- hourly wage.

Data will also be presented about three outcome measures of in-school membership in vocational student organizations as they relate specifically to each program:

- training satisfaction
- occupational awareness, and
- post-high school plans.

For comparison purposes, data are included at the end of this chapter for one and three-year overall capstone graduates and one and three-year sequence vocational graduates. (In most participating schools, sequence vocational graduates were defined as those graduates who completed at least two vocational classes in a discipline, but did not culminate their vocational program with a senior occupational preparation class.)

The methodology for isolating outcome measures of specific vocational disciplines was developed in the computer center at the Center for Vocational, Technical and Adult Education at University of Wisconsin-Stout.

- Data from one and three-year capstone graduates (forms B1 and B2) were cross referenced between discipline, employment/student status, and four other variables (job relatedness, training satisfaction, post-secondary training, and hourly wage).

- Data from one and three-year non-capstone graduates (forms B3 and B4) were cross referenced between sequence vocational graduates, employment/student status, and three other variables (training satisfaciton, post-secondary training, and hourly wage).

- Data from in-school students (form D1, general education responses deleted) were cross referenced between discipline, student organization, and three other variables (training satisfaction, occupational awareness, and post-high school plans).

The format for presentation of data will be consistent for each vocational discipline. Outcome measures will be shown first in chart form, followed by a brief narrative highlighting selected findings. It is suggested that the reader use both forms of presentation for maximum use of the data.

Table 21

ONE-YEAR
AGRICULTURE CAPSTONE GRADUATES

	Employed Full time (1) N = 141 %	Employed Part time (2) not in school N = 5 %	Employed Part time (3) in school N = 25 %	Full-time Student (4) not employed N = 33 %
JOB RELATEDNESS	86	50	79	NA
TRAINING SATISFACTION	88	80	88	81
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	4	0	52	48
• University 4 year	0	0	20	45
• Apprenticeship	1	0	4	3
• On-the-job training	15	40	0	0
• No further training	69	40	0	0
HOURLY WAGE	$3.92	$2.50	$2.76	NA

(1) 62% of total agriculture capstone one-year graduates
(2) 2% of total agriculture capstone one-year graduates
(3) 10% of total agriculture capstone one-year graduates
(4) 14% of total agriculture capstone one-year graduates

ONE-YEAR AGRICULTURE CAPSTONE GRADUATES

JOB RELATEDNESS is highest for graduates working full time. Those employed part time indicate lower levels of job relatedness.

- Eighty-six percent of those graduates who are employed full time are working in a job related to their secondary vocational program.
- Fifty percent of those graduates employed part time (not in school) are in a related area.
- Seventy-nine percent of those employed part time (in school) are working in a related area.

TRAINING SATISFACTION is highest for graduates who are employed full time and for those who are employed part time (in school). Satisfaction levels are lower for graduates employed part time (not in school) and for those who are full-time students.

- Eighty-eight percent of graduates employed full time and graduates employed part time (in school) are satisfied with their secondary vocational program.
- Eighty and eighty-one percent, respectively, of graduates employed part time (not in school) and graduates who are full-time students are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING occurs more frequently at vocational technical schools for graduates who are employed part time (in school). Full-time students attend vocational technical schools and four year university programs in approximately equal percentages.

- Fifty-two percent of graduates employed part time (in school) have attended a vocational technical school. Twenty percent of those graduates have attended a four year university.
- Forty-eight percent of full-time students have attended a vocational technical school and forty-five percent have attended a four year university.
- Sixty-nine percent of those graduates employed full time have had no further training.
- Forty percent of those graduates employed part time (**not** in school) have had no further training; forty percent have participated in on-the-job training.

HOURLY WAGE for graduates employed full time is considerably higher than for graduates employed part time.

- Graduates employed full time earn $3.92/hour.
- Graduates employed part time (not in school) earn $2.50/hour.
- Graduates employed part time (in school) earn $2.76/hour.

Table 22

THREE-YEAR
AGRICULTURE CAPSTONE GRADUATES

	Employed Full time (1) N = 165 %	Employed Part time (2) not in school N = 10 %	Employed Part time (3) in school N = 11 %	Full-time Student (4) not employed N = 23 %
JOB RELATEDNESS	71	70	50	NA
TRAINING SATISFACTION	84	100	60	78
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	16	33	18	17
• University 4 year	2	0	64	83
• Apprenticeship	4	0	0	0
• On-the-job training	19	10	9	0
• No further training	46	40	0	0
HOURLY WAGE	$4.75	$5.00	$3.63	NA

(1) 72% of total agriculture capstone three-year graduate
(2) 5% of total agriculture capstone three-year graduate
(3) 5% of total agriculture capstone three-year graduate
(4) 10% of total agriculture capstone three-year graduate

THREE-YEAR AGRICULTURE CAPSTONE GRADUATES

JOB RELATEDNESS is higher for graduates working full time and employed part time (not in school) than for graduates employed part time (in school).

- Seventy-one percent of those graduates who are employed full time are working in a job related to their secondary vocational program.
- Seventy percent of graduates employed part time (not in school) are working in a related area.
- Fifty percent of graduates employed part time (in school) are working in a related area.

TRAINING SATISFACTION varies from 100 percent to 60 percent in four categories of employment/student status.

- Eighty-four percent of graduates employed full time are satisfied with their secondary vocational program.
- One hundred percent of graduates employed part time (not in school) are satisfied with their secondary vocational program.
- Sixty percent of graduates working part time (in school) are satisfied with their secondary vocational program.
- Seventy-eight percent of graduates who are full-time students are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING occurs more frequently at four-year university programs for graduates who are full-time students and who are employed part time (in school). A higher percentage of graduates employed part time (not in school) have attended a vocational technical school.

- Eighty-three percent of graduates who are full-time students have attended a four year university.
- Sixty-four percent of graduates employed part time (in school) have attended a four year university.
- Between 16 and 18 percent of graduates employed full time, part time (in school) and full-time students have attended a vocational technical school.
- Thirty-three percent of graduates employed part time (not in school) have attended a vocational technical school.
- Of those graduates employed full time, forty-six percent have had no further training, nineteen percent have had on-the-job training, and eighteen percent have had vocational technical and university training.

HOURLY WAGE for non-student graduates is higher than for graduates who are part-time students.

- Graduates employed full time earn $4.75/hour.
- Graduates employed part time (not in school) earn $5.00/hour.
- Graduates employed part time (in school) earn $3.63/hour.

VOCATIONAL STUDENT ORGANIZATIONS
AGRICULTURE

- Seventy-seven percent of all responding agriculture students belong to FFA. (see Table 10, page 16)
    - Four percent of FHA and HERO membership are students designating agriculture as their main vocational program.
    - Three percent of VICA membership are students designating agriculture as their main vocational program.
    - Two percent of DECA membership are students designating agriculture as their main vocational program.
- Sixty percent of FFA membership are students designating agriculture as their main vocational program and 30 percent are industrial education students.
- Training satisfaction for agriculture students belonging to FFA is 83 percent as compared to a satisfaction level of 80 percent for overall agriculture students.
- Agriculture students belonging to FFA indicate higher than average responses to occupational awareness areas of:
    - new (emerging) occupations, and
    - male dominated jobs which females can now enter

  and lower than average responses to occupational awareness areas of:
    - female dominated jobs which males can now enter.
- Post-high school plans of agriculture students belonging to FFA show that 57 percent plan to work and 32 percent plan to go to school. These percentages are similar to overall agriculture percentages (55 and 33 percent respectively).

NOTE: See Tables 42 through 46 (pages 81-88) for complete data.

VOCATIONAL STUDENT ORGANIZATIONS
BUSINESS EDUCATION

- Fifteen percent of all responding business education students belong to FBLA; sixty percent belong to no student organization.

- Seventy-six percent of FBLA membership are students designating business education as their main vocational program; and ten percent are home economics students.

    - Thirteen percent of DECA membership are business education students.

    - Eleven percent of HERO membership are business education students.

    - Thirty-one percent of FHA membership are business education students.

- Training satisfaction for business education students belonging to FBLA is 86 percent as compared to a satisfaction level of 82 percent for overall business education students.

- Business education students belonging to FBLA indicate higher than average responses to occupational awareness of:

    female dominated jobs which males can now enter.

- Post high school plans of business education students belonging to FBLA show that 32 percent plan to work and 61 percent plan to go to school. These percentages are similar to overall business education percentages (29 and 61 percent respectively).

NOTE: See Tables 42 through 46 (pages 81-88) for complete data.

Table 23

ONE-YEAR
BUSINESS EDUCATION
CAPSTONE GRADUATES

	Employed Full time (1) N = 219 %	Employed Part time (2) not in school N = 22 %	Employed Part time (3) in school N = 63 %	Full-time Student (4) not employed N = 63 %
JOB RELATEDNESS	83	41	73	NA
TRAINING SATISFACTION	91	100	93	84
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	6	0	57	46
• University 4 year	0	5	41	48
• Apprenticeship	0	0	0	0
• On-the-job training	12	14	1	2
• No further training	67	64	0	0
HOURLY WAGE	$3.29	$2.88	$2.73	NA

(1) 57% of total business education capstone one-year graduates
(2) 6% of total business education capstone one-year graduates
(3) 15% of total business education capstone one-year graduates
(4) 16% of total business education capstone one-year graduates

ONE-YEAR BUSINESS EDUCATION CAPSTONE GRADUATES

JOB RELATEDNESS is highest for graduates employed full time and lowest for graduates employed part time (not in school).

- Eighty-three percent of graduates employed full time are working in jobs related to their secondary vocational program.
- Forty-one percent of graduates employed part time (not in school) are working in a related area.
- Seventy-three percent of graduates employed part time (in school) are working in a related area.

TRAINING SATISFACTION is lower for graduates who are full-time students than for graduates employed full and part time.

- Ninety-one and ninety-three percent, respectively, of graduates employed full time and part time (in school) are satisfied with their vocational training.
- One hundred percent of graduates employed part time (not in school) are satisfied with their secondary vocational training.
- Eighty-four percent of graduates who are full-time students are satisfied with their secondary vocational training.

POST-SECONDARY TRAINING occurs most frequently at vocational technical schools for graduates employed part time (in school). Full-time students attend vocational technical and university programs in approximately equal percentages.

- Fifty-seven percent of graduates employed part time (in school) have attended a vocational technical school. Forty-one percent have attended a four year university.
- Forty-six percent of full-time students have attended a vocational technical school; forty-eight percent of full-time students have attended a four year university.
- Sixty-seven and sixty-four percent, respectively, of graduates employed full time and graduates employed part time (not in school) have had no further training.

HOURLY WAGE for graduates employed full time is higher for graduates employed part time.

- Graduates employed full time earn $3.29/hour.
- Graduates employed part time (not in school) earn $2.88/hour.
- Graduates employed part time (in school) earn $2.73/hour.

Table 24

THREE-YEAR
BUSINESS EDUCATION
CAPSTONE GRADUATES

	Employed Full time (1) N = 241 %	Employed Part time (2) not in school N = 12 %	Employed Part time (3) in school N = 34 %	Full-time Student (4) not employed N = 23 %
JOB RELATEDNESS	79	54	74	NA
TRAINING SATISFACTION	91	92	93	90
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	20	25	15	22
• University 4 year	2	0	74	74
• Apprenticeship	1	0	0	0
• On-the-job training	16	8	9	4
• No further training	41	67	0	0
HOURLY WAGE	$3.97	$3.00	$2.93	NA

(1) 66% of total business education capstone three-year graduates
(2) 4% of total business education capstone three-year graduates
(3) 8% of total business education capstone three-year graduates
(4) 6% of total business education capstone three-year graduates

THREE-YEAR BUSINESS EDUCATION CAPSTONE GRADUATES

JOB RELATEDNESS is higher for graduates employed full time and part time (in school) than for graduates employed part time (not in school).

- Seventy-nine percent of graduates employed full time are working in an area related to their secondary vocational training.
- Seventy-four percent of graduates employed part time (in school) are working in a job related area.
- Fifty-four percent of graduates employed part time (not in school) are working in a job related area.

TRAINING SATISFACTION varies from ninety to ninety-three percent across all employment and student categories.

- Ninety-one percent of graduates employed full time are satisfied with their secondary vocational training.
- Ninety-two and ninety-three percent, respectively, of graduates employed part time (not in school) and (in school) are satisfied with their secondary vocational training.
- Ninety percent of graduates who are full-time students are satisfied with their secondary vocational training.

POST-SECONDARY TRAINING occurs most frequently at four year universities for graduates employed part time (in school) and full-time students. A higher percentage of graduates employed part time (not in school) attend vocational technical schools than other employment/student categories.

- Seventy-four percent of graduates employed part time (in school) and graduates who are full-time students have attended a four year university.
- Twenty-five and fifteen percent, respectively, of graduates employed part time (not in school) and (in school) have attended a vocational technical school.
- Twenty-two percent of full-time students and twenty percent of graduates employed full time have attended a vocational technical school.
- Sixteen percent of graduates employed full time have received on-the-job training and forty-one percent have had no further training.

HOURLY WAGE is higher for graduates employed full time. Graduates employed part time (both in school and not in school) earn approximately the same wage.

- Graduates employed full time earn $3.97/hour.
- Graduates employed part time (not in school) earn $3.00/hour.
- Graduates employed part time (in school) earn $2.93/hour.

Table 25

ONE-YEAR
MARKETING AND DISTRIBUTIVE EDUCATION
CAPSTONE GRADUATES

	Employed Full time (1) N = 53 %	Employed Part time (2) not in school N = 10 %	Employed Part time (3) in school N = 47 %	Full-time Student (4) not employed N = 19 %
JOB RELATEDNESS	72	80	86	NA
TRAINING SATISFACTION	88	100	84	74
POST-SECONDARY TRAINING				
• Vo-tech one and two year	7	10	60	16
• University 4 year	0	0	30	68
• Apprenticeship	2	0	0	0
• On-the-job training	7	0	4	0
• No further training	69	70	0	0
HOURLY WAGE	$3.71	$2.70	$3.05	NA

(1) 42% of total marketing and distributive education capstone graduates
(2) 7% of total marketing and distributive education capstone graduates
(3) 32% of total marketing and distributive education capstone graduates
(4) 13% of total marketing and distributive education capstone graduates

ONE-YEAR MARKETING AND DISTRIBUTIVE EDUCATION CAPSTONE GRADUATES

JOB RELATEDNESS is higher for graduates employed part time (both in school and not in school).

- Seventy-two percent of those graduates who are employed full time are working in a job related to their secondary vocational program.
- Eighty-six percent of graduates employed part time (in school) and 80 percent employed part time (not in school) are working in a related area.

TRAINING SATISFACTION varies from 100 percent to 74 percent in four categories of employment/student status.

- Eighty-eight percent of graduates employed full time are satisfied with their secondary vocational program.
- One hundred percent of graduates employed part time (not in school) are satisfied with their secondary vocational program.
- Eighty-four percent of graduates employed part time (in school) are satisfied with their secondary vocational program.
- Seventy-four percent of graduates who are full-time students are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING occurs more frequently at four-year university programs for graduates who are full-time students. A higher percentage of graduates employed part time (in school) have attended a vocational technical school.

- Sixty-eight percent of graduates who are full-time students have attended a four-year university.
- Sixty percent of graduates who are employed part time (in school) have attended a vocational technical school.
- Of those graduates employed full time, 69 percent have had no further training, 7 percent have had on-the-job training, 2 percent have had apprenticeship training and 7 percent have attended a vocational technical school.
- Seventy percent of graduates employed part time (not in school) have received no further training.

HOURLY WAGE is lowest for graduates employed part time (not in school).

- Graduates employed full time earn $3.71/hour.
- Graduates employed part time (not in school) earn $2.70/hour.
- Graduates employed part time (in school) earn $3.05/hour.

Table 26

THREE-YEAR
MARKETING AND DISTRIBUTIVE EDUCATION
CAPSTONE GRADUATES

	Employed Full time (1) N = 40 %	Employed part time not in school (2) N = 3 %	Employed part time, in school (3) N = 6 %	Full-time student, not employed (4) N = 1 %
JOB RELATEDNESS	68	100	40	NA
TRAINING SATISFACTION	80	50	80	100
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	28	33	50	0
• University 4 year	5	0	33	100
• Apprenticeship	3	0	0	0
• On-the-job training	23	0	17	0
• No further training	28	33	0	0
HOURLY WAGE	$4.79	$3.50	$3.20	NA

(1) 67% of total marketing and distributive education capstone graduates
(2) 4% of total marketing and distributive education capstone graduates
(3) 9% of total marketing and distributive education capstone graduates
(4) 2% of total marketing and distributive education capstone graduates

THREE-YEAR MARKETING AND DISTRIBUTIVE EDUCATION CAPSTONE GRADUATES

JOB RELATEDNESS is high for graduates employed part time (not in school). Allowance should be made, however, for small number of respondents in that employment category.

- Sixty-eight percent of those graduates who are employed full time are working in a job related to their secondary vocational training.
- One hundred percent of graduates employed part time (not in school) are working in a related area.
- Forty percent of graduates employed part time (in school) are working in a related area.

TRAINING SATISFACTION varies from one hundred percent to 50 percent. Allowance should be made, however, for small number of respondents in some employment categories.

- Eighty percent of graduates employed full time and part time (in school) are satisfied with their secondary vocational program.
- Fifty percent of graduates employed part time (not in school) are satisfied with their secondary vocational program.
- One hundred percent of graduates who are full-time students are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING for graduates employed full time occurs most frequently at vocational technical schools. (Allowance should be made for small number of respondents in other employment categories).

- Twenty-eight percent of graduates who are employed full time have attended a vocational technical school.
- Twenty-eight percent of graduates who are employed full time have had no further training, 23 percent have received on-the-job training, 3 percent have received apprenticeship training and 5 percent have attended a four year university.

HOURLY WAGE is highest for graduates employed full time.

- Graduates employed full time earn $4.79/hour.
- Graduates employed part time (in school) earn $3.50/hour.
- Graduates employed part time (not in school) earn $3.20/hour.

VOCATIONAL STUDENT ORGANIZATIONS
MARKETING AND DISTRIBUTIVE EDUCATION

- Sixty-one percent of all responding marketing and distributive education students belong to DECA.

- Sixty-eight percent of DECA membership are students designating marketing and distributive education as their main vocational program; 13 percent are business education students.

    - Thirteen percent of HERO membership are marketing and distributive education students.

    - Five percent of FBLA membership are marketing and distributive education students.

- Training satisfaction for marketing and distributive education students belonging to DECA is 81 percent as compared to a satisfaction level of 71 percent for overall marketing and distributive education students.

- Marketing and distributive education students belonging to DECA indicate higher than average responses to occupational awareness of:

    post-high school training opportunities related to my career goal.

- Post-high school plans of marketing and distributive education students belonging to DECA show that 27 percent plan to work and 59 percent plan to go to school. These percentages are similar to overall marketing and distributive education percentages (30 and 57 percents respectively).

- Marketing and distributive education students belonging to HERO show that 56 percent plan to work and 33 percent plan to go to school, a somewhat different ratio than DECA members.

NOTE: See Tables 42 through 46 (pages 81-88) for complete data.

HEALTH OCCUPATIONS

NOTE: Allowance should be made for small total population (N=62).

- Eight percent of all responding health occupations students belong to FHA, 8 percent belong to FBLA, 4 percent belong to FFA, and 3 percent belong to DECA. Fifty-four percent belong to no student organization.
- Eleven percent of FHA membership are students designating health occupations as their main vocational program.
- Seven percent of FBLA membership are health occupations students.
- Training satisfaction for health occupations students belonging to FHA is 89 percent and 73 percent for students belonging to FBLA as compared to a satisfaction level of 71 percent for overall health occupations students.
- Post high school plans of health occupations students belonging to FHA show that 65 percent plan to work and 18 percent plan to go to school. These percentages differ markedly from post high school plans of overall health occupations students (18 percent work, 70 percent school) and students belonging to FBLA (9 percent work, 73 percent school).

NOTE: See Tables 42 through 46 (pages 81 - 88) for complete data.

Table 27

ONE-YEAR HEALTH OCCUPATIONS CAPSTONE GRADUATES

	Employed Full time (1) N = 5 %	Employed Part time not in school (2) N = 0 %	Employed Part time in school (3) N = 1 %	Full-time Student not employed (4) N = 3 %
JOB RELATEDNESS	80	--	0	NA
TRAINING SATISFACTION	100	--	100	100
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	0	--	100	33
• University 4 years	0	--	0	33
• Apprenticeship	0	--	0	0
• On-the-job training	20	--	0	0
• No further training	80	--	0	0
HOURLY WAGE	$3.20	--	$2.00	NA

(1) 56% of total health occupations capstone graduates
(2) 0% of total health occupations capstone graduates
(3) 11% of total health occupations capstone graduates
(4) 33% of total health occupations capstone graduates

ONE-YEAR HEALTH OCCUPATIONS CAPSTONE GRADUATES

NOTE: Allowance should be made for extremely small total population (N=9).

JOB RELATEDNESS

- Eighty percent of graduates employed full time are working in a related area.

TRAINING SATISFACTION

- One hundred percent of graduates in all employment categories are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING

- Eighty percent of graduates who are employed full time have had no further training; twenty percent have received on-the-job training.
- One third of graduates who are full-time students have attended a vocational technical school and one third have attended a four year university.

HOURLY WAGE

- Graduates employed full time earn $3.20/hour.
- Graduates employed part time (in school) earn $2.00/hour.

Table 28

THREE-YEAR HEALTH OCCUPATIONS CAPSTONE GRADUATES

	Employed Full time (1) N = 4 %	Employed Part time not in school (2) N = 1 %	Employed Part time in school (3) N = 0 %	Full-time Student not employed (4) N = 0 %
JOB RELATEDNESS	50	100	--	--
TRAINING SATISFACTION	100	100	--	--
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	75	0	--	--
• University 4 year	0	0	--	--
• Apprenticeship	0	0	--	--
• On-the-job training	0	0	--	--
• No further training	25	100	--	--
HOURLY WAGE	$3.75	$3.00	--	--

(1) 80% of total health occupations capstone graduates
(2) 20% of total health occupations capstone graduates
(3) 0% of total health occupations capstone graduates
(4) 0% of total health occupations capstone graduates

THREE-YEAR HEALTH OCCUPATIONS CAPSTONE GRADUATES

NOTE: Allowance should be made for extremely small total population (N=5).

JOB RELATEDNESS

- Fifty percent of graduates employed full time are working in a related area.

TRAINING SATISFACTION

- One hundred percent of graduates employed full time and employed part time (not in school) are satisfied with their secondary vocational training.

POST-SECONDARY TRAINING

- Seventy-five percent of graduates employed full time have attended a vocational technical school; twenty-five percent have received no further training.

HOURLY WAGE

- Graduates employed full time earn $3.75/hour.
- Graduates employed part time (not in school) earn $3.00/hour.

Table 29

ONE-YEAR HOME ECONOMICS CAPSTONE GRADUATES

	Employed Full time (1) N = 22 %	Employed Part time not in school (2) N = 8 %	Employed Part time in school (3) N = 11 %	Full-time Student not employed (4) N = 9 %
JOB RELATEDNESS	39	33	40	NA
TRAINING SATISFACTION	88	100	91	78
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	0	0	55	11
• University 4 year	0	0	36	78
• Apprenticeship	0	0	0	0
• On-the-job training	23	100	0	0
• No further training	64	0	0	11
HOURLY WAGE	$3.69	$2.86	$3.20	NA

(1) 39% of total home economics capstone graduates
(2) 14% of total home economics capstone graduates
(3) 15% of total home economics capstone graduates
(4) 13% of total home economics capstone graduates

ONE-YEAR HOME ECONOMICS CAPSTONE GRADUATES

JOB RELATEDNESS ranges from 33 to 40 percent in three categories of employment status.

- Thirty-nine percent of those graduates who are employed full time are working in an area related to their secondary vocational program.
- Thirty-three percent of graduates employed part time (not in school) are working in a related area.
- Forty percent of graduates employed part time (in school) are working in a related area.

TRAINING SATISFACTION varies from 78 to 100 percent in four categories of employment/student status.

- Eighty-eight percent of graduates employed full time are satisfied with their secondary vocational program.
- One hundred percent of graduates employed part time (not in school) are satisfied with their secondary vocational program.
- Ninety-one percent of graduates employed part time (in school) are satisfied with their secondary vocational program.
- Seventy-eight percent of graduates who are full-time students are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING occurs more frequently at four year university programs for graduates who are full-time students. A higher percentage of graduates employed part time (in school) have attended a vocational technical school.

- Seventy-eight percent of graduates who are full-time students have attended a four year university.
- Fifty-five percent of graduates who are employed part time (in school) have attended a vocational technical school.
- Of those graduates employed full time, sixty-four percent have had no further training; twenty three percent have received on-the-job training.
- One hundred percent of graduates employed part time (not in school) have received on-the-job training.

HOURLY WAGE is highest for graduates employed full time.

- Graduates employed full time earn $3.69/hour.
- Graduates employed part time (not in school) earn $2.86/hour.
- Graduates employed part time (in school) earn $3.20/hour.

Table 30

THREE-YEAR HOME ECONOMICS CAPSTONE TEACHERS

	Employed Full time (1) N = 20 %	Employed Part time not in school (2) N = 4 %	Employed Part time in school (3) N = 0 %	Full-time Student not employed (4) N = 7 %
JOB RELATEDNESS	37	75	--	NA
TRAINING SATISFACTION	68	100	--	67
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	25	25	--	43
• University 4 year	0	0	--	57
• Apprenticeship	0	0	--	--
• On-the-job training	35	75	--	--
• No further training	30	0	--	--
HOURLY WAGE	$4.11	$3.00	--	NA

(1) 37% of total home economics capstone graduates
(2) 8% of total home economics capstone graduates
(3) 0% of total home economics capstone graduates
(4) 12% of total home economics capstone graduates

THREE-YEAR HOME ECONOMICS CAPSTONE GRADUATES

JOB RELATEDNESS ranges from 37 to 75 percent in two categories of employment status.

- Thirty-seven percent of those graduates who are employed full time are working in an area related to their secondary vocational program.
- Seventy-five percent of graduates employed part time (not in school) are working in a related area.

TRAINING SATISFACTION varies from 67 to 100 percent in these categories of employment/student status.

- Sixty-eight percent of graduates employed full time are satisfied with their secondary vocational program.
- One hundred percent of graduates employed part time (not in school) are satisfied with their secondary vocational program.
- Sixty-seven percent of graduates who are full-time students are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING occurs most frequently at four year university programs and vocational technical schools for graduates who are full-time students.

- Fifty-seven percent of graduates who are full-time students have attended a four-year university program; 43 percent have attended a vocational technical school.
- Twenty-five percent of a graduates employed full time and part time (not in school) have attended a vocational technical school.
- Of those graduates employed full time, 30 percent have had no further training and 35 percent have received on-the-job training.
- Seventy-five percent of graduates employed part time (not in school) have received on-the-job training.

HOURLY WAGE is higher for graduates employed full time.

- Graduates employed full time earn $4.11/hour.
- Graduates employed part time (not in school) earn $3.00/hour.

VOCATIONAL STUDENT ORGANIZATIONS
HOME ECONOMICS

- Ten percent of all responding home economics students belong to FHA; 6 percent belong to HERO, and 60 percent belong to no student organization.

- Forty seven percent of FHA membership are students designating home economics as their main vocational program; 31 percent are business education students; and 11 percent are health occupations students.

    - Nine percent of DECA membership are home economics students.
    - Ten percent of FBLA membership are home economics students.

- Sixty-six percent of HERO membership are students designating home economics as their main vocational program; 13 percent are distributive education students; and 11 percent are business education students.

- Training satisfaction for home economics students belonging to FHA is 92 percent as compared to a satisfaction level of 75 percent for overall home economics students. Home economics students belonging to HERO indicate a satisfaction level of 72 percent.

- Home economics students belonging to FHA indicate higher than average responses to occupational awareness areas of:

    - female dominated jobs which males can now enter
    - occupations which have many job opportunities
    - job alternatives related to my career goal.

  and lower than average responses to occupational awareness areas of:

    - new (emerging) occupations
    - occupations which are overcrowded with workers and applicants
    - post-high school training opportunities related to my career goal.

- Home economics students belonging to HERO indicate higher than average responses to occupational awareness areas of:

    - new (emerging) occupations
    - male dominated jobs which females can now enter
    - female dominated jobs which males can now enter

  and lower than average responses to occupational awareness areas of:

    - occupations which have many job opportunities
    - job alternatives related to my career goal

- Post-high school plans of home economics students belonging to FHA show that 43 percent plan to work and 51 percent plan to go to school. Overall home economics percentages show 39 percent work and 53 percent school.

- Post-high school plans of home economics students belonging to HERO show that 28 percent plan to work and 53 percent plan to go to school.

NOTE: See Tables 42 through 46 (pages 81-88) for complete data.

VOCATIONAL STUDENT ORGANIZATIONS
INDUSTRIAL EDUCATION

- Two percent of all responding industrial education students belong to VICA; 10 percent belong to FFA; and 76 percent belong to no student organization.

- Eighty-six percent of VICA membership are students designating industrial education as their main vocationl program.

    - Thirty percent of FFA membership are industrial education students.

    - Seven percent of DECA membership are industrial education students.

- Training satisfaction for industrial education students belonging to VICA is 90 percent as compared to a satisfaction level of 80 percent for overall industrial education students.

- Industrial education students belonging to VICA indicate higher than average responses to occupational awareness areas of:

    - new (emerging) occupations

    - male dominated jobs which females can now enter

    - occupations which are overcrowded with workers and applicants

    - job alternatives related to my career goal

  and lower than average responses to the occupational awareness area of:

    - female dominated jobs which males can now enter.

- Post-high school plans of industrial education students belonging to VICA show that 31 percent plan to work and 62 percent plan to go to school. Industrial education students belonging to FFA show different post-high school plans (52 percent work and 38 percent school).

NOTE: See Tables 42 through 46 (pages 81-88) for complete data.

Table 31

ONE-YEAR
INDUSTRIAL EDUCATION
CAPSTONE GRADUATES

	Employed Full time (1) N = 231 %	Employed Part time (2) not in school N = 4 %	Employed Part time (3) in school N = 63 %	Full-time Student (4) not employed N = 63 %
JOB RELATEDNESS	63	75	57	NA
TRAINING SATISFACTION	89	75	95	93
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	3	0	50	49
• University 4 year	1	0	26	43
• Apprenticeship	6	0	3	2
• On-the-job training	16	33	3	0
• No further training	62	50	10	0
HOURLY WAGE	$4.97	$4.67	$3.39	NA

(1) 58% of total industrial education capstone one-year graduates
(2) 1% of total industrial education capstone one-year graduates
(3) 16% of total industrial education capstone one-year graduates
(4) 15% of total industrial education capstone one-year graduates

ONE-YEAR INDUSTRIAL EDUCATION CAPSTONE GRADUATES

JOB RELATEDNESS is lowest for graduates employed part time (in school) in three employment categories.

- Sixty-three percent of those graduates who are employed full time are working in a job related to their secondary vocational program.
- Seventy-five percent of graduates employed part time (not in school) are working in a related area.
- Fifty-seven percent of those graduates employed part time (in school) are working in a related area.

TRAINING SATISFACTION is highest for graduates employed part time (in school) in four employment/student categories.

- Eighty-nine percent of graduates employed full time are satisfied with their secondary vocational training.
- Seventy-five percent of graduates employed part time (not in school) are satisfied with their secondary vocational training.
- Ninety-five percent of graduates employed part time (in school) are satisfied with their secondary vocational training.
- Ninety-three percent of graduates who are full-time students are satisfied with their secondary vocational training.

POST-SECONDARY TRAINING occurs most frequently at vocational technical schools for graduates who are employed part time (in school) and who are full-time students.

- Fifty percent of graduates employed part time (in school) and 49 percent of graduates who are full-time students have attended a vocational technical program.
- Forty-three percent of graduates who are full-time students have attended a four year university program.
- Sixty-two percent of graduates employed full time have had no further training; 16 percent have received on-the-job training.
- Fifty percent of graduates employed part time (not in school) have had no further training; 33 percent have received on-the-job training.

HOURLY WAGE for graduates employed full and part time (not in school) is higher than for graduates employed part time (in school).

- Graduates employed full time earn $4.97/hour.
- Graduates employed part time (in school) earn $4.67/hour.
- Graduates employed part time (not in school) earn $3.39/hour.

Table 32

THREE-YEAR
INDUSTRIAL EDUCATION
CAPSTONE GRADUATES

	Employed Full time (1) N = 272 %	Employed Part time (2) not in school N = 5 %	Employed Part time (3) in school N = 24 %	Full-time Student (4) not employed N = 30 %
JOB RELATEDNESS	61	0	40	NA
TRAINING SATISFACTION	90	100	71	88
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	19	0	25	17
• University 4 years	3	29	56	80
• Apprenticeship	6	0	0	0
• On-the-job training	16	43	8	0
• No further training	46	14	0	0
HOURLY WAGE	$5.71	$5.40	$3.45	NA

(1) 75% of total industrial education capstone three-year graduates
(2) 6% of total industrial education capstone three-year graduates
(3) 6% of total industrial education capstone three-year graduates
(4) 8% of total industrial education capstone three-year graduates

THREE-YEAR INDUSTRIAL EDUCATION CAPSTONE GRADUATES

JOB RELATEDNESS is higher for graduates working full time than for graduates employed part time.

- Sixty-one percent of those graduates who are employed full time are working in a job related to their secondary vocational program.
- None of the graduates employed part time (not in school) are working in a related area.
- Forty percent of graduates employed part time (in school) are working in a related area.

TRAINING SATISFACTION is higher for non-student graduates than for graduates in school.

- Ninety percent of graduates employed full time are satisfied with their secondary vocational program.
- One hundred percent of graduates employed full time (not in school) are satisfied with their secondary vocational program.
- Seventy-one percent of graduates employed part time (in school) are satisfied with their secondary vocational program.
- Eighty-eight percent of graduates who are full-time students are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING occurs most frequently at vocational technical schools for graduates who are employed part time (in school).

- Twenty-five percent of graduates who are employed part time (in school) have attended a vocational technical school.
- Nineteen percent of graduates employed full time and 17 percent of graduates who are full-time students have attended a vocational technical school.
- Eighty percent of graduates who are full-time graduates have attended a four year university program; 56 percent of graduates employed part time (in school) and 29 percent of graduates (not in school) have attended a four-year university program.
- Forty-six percent of graduates employed full time have had no further training; 16 percent have received on-the-job training.

HOURLY WAGE for graduates employed full and part time (not in school) is higher than for graduates employed part time (in school).

- Graduates employed full time earn $5.71/hour.
- Graduates employed part time (not in school) earn $5.40/hour.
- Graduates employed part time (in school) earn $3.45/hour.

Table 33

ONE-YEAR
OVERALL CAPSTONE GRADUATES

	Employed Full time (1) N = 693 %	Employed Part time (2) not in school N = 50 %	Employed Part time (3) in school N = 200 %	Full-time Student (4) not employed N = 185 %
JOB RELATEDNESS	74	51	69	NA
TRAINING SATISFACTION	89	96	91	85
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	4	2	55	42
• University 4 year	0	2	31	49
• Apprenticeship	2	0	1	1
• On-the-job training	14	14	2	0
• No further training	66	67	3	0
HOURLY WAGE	$4.03	$2.92	$3.04	NA

(1) 55% of overall capstone one-year graduates
(2) 4% of overall capstone one-year graduates
(3) 16% of overall capstone one-year graduates
(4) 15% of overall capstone one-year graduates

ONE-YEAR OVERALL CAPSTONE GRADUATES

JOB RELATEDNESS is higher for graduates employed full time than for graduates employed part time (both not in school and in school).

- Seventy-four percent of graduates who are employed full time are working in a job related to their secondary vocational program.
- Fifty-one percent of graduates employed part time (not in school) are working in a related area.
- Sixty-nine percent of graduates employed part time (in school) are working in a related area.

TRAINING SATISFACTION varies from 85 to 96 percent in four categories of employment/student status.

- Eighty-nine percent of graduates employed full time are satisfied with their secondary vocational program.
- Ninety-six percent of graduates employed part time (not in school) are satisfied with their secondary vocational program.
- Ninety-one percent of graduates employed part time (in school) are satisfied with their secondary vocational program.
- Eighty-five percent of graduates who are full-time students are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING occurs more frequently at vocational technical schools for graduates employed part time (in school) and at four year universities for graduates who are full-time students.

- Fifty-five percent of graduates who are employed part time (in school) have attended a vocational technical school. Thirty-one percent have attended a four year university.
- Forty-nine percent of graduates who are full-time students have attended a four year university. Forty-two percent have attended a vocational technical school.
- Sixty-six and sixty-seven percent, respectively, of graduates employed full time and graduates employed part time (not in school) have had no further training. Fourteen percent of both groups have received on-the-job training.

HOURLY WAGE is greatest for graduates employed full time and similar for graduates employed part time (not in school and in school)

- Graduates employed full time earn $4.03/hour.
- Graduates employed part time (not in school) earn $2.92/hour.
- Graduates employed part time (in school) earn $3.04/hour.

Table 34

THREE-YEAR
OVERALL CAPSTONE GRADUATES

	Employed Full time (1) N = 763 %	Employed Part time (2) not in school N = 35 %	Employed Part time (3) in school N = 75 %	Full-time Student (4) not employed N = 84 %
JOB RELATEDNESS	68	57	56	NA
TRAINING SATISFACTION	88	94	78	88
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	20	22	21	20
• University 4 year	3	5	64	77
• Apprenticeship	3	0	0	0
• On-the-job training	17	14	9	1
• No further training	43	49	0	1
HOURLY WAGE	$4.86	$3.94	$3.22	NA

(1) 69% of overall capstone three-year graduates
(2) 3% of overall capstone three-year graduates
(3) 5% of overall capstone three-year graduates
(4) 8% of overall capstone three-year graduates

THREE-YEAR OVERALL CAPSTONE GRADUATES

JOB RELATEDNESS is highest for graduates employed full time and approximately equal for graduates employed part time (not in school and in school).

- Sixty-eight percent of those graduates who are employed full time are working in jobs related to their secondary vocational program.
- Fifty seven and 56 percent respectively of graduates employed part time (not in school) and graduates employed part time (in school) are working in a related area.

TRAINING SATISFACTION varies from 78 to 94 percent in four categories of employment/student status.

- Eighty-eight percent of graduates employed full time are satisfied with their secondary vocational program.
- Ninety-four percent of graduates employed part time (not in school) are satisfied with their secondary vocational program.
- Seventy-eight percent of graduates employed part time (in school) are satisfied with their secondary vocationl program.
- Eighty-eight percent of graduates who are full-time students are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING occurs in similar ratio at vocational technical schools in four categories of employment/student status.

- Twenty percent of graduates employed full time and graduates who are full-time students have attended a vocational technical school.
- Twenty-two and 20 percent, respectively, of graduates employed part time (not in school and in school) have attended a vocational technical school.
- Seventy-seven percent of graduates who are full-time students have attended a four year university.
- Sixty-four percent of graduates who are employed part time (in school) have attended a four year university.
- Forty-three percent of graduates employed full time have had no further training; 17 percent have received on-the-job training.

HOURLY WAGE is higher for graduates employed full time than for graduates employed part time.

- Graduates employed full time earn $4.86/hour.
- Graduates employed part time (not in school) earn $3.94/hour.
- Graduates employed part time (in school) earn $3.22/hour.

Table 35

ONE-YEAR
SEQUENCE VOCATIONAL GRADUATES

	Employed Full time (1) N = 419 %	Employed Part time (2) not in school N = 72 %	Employed Part time (3) in school N = 262 %	Full-time Student (4) not employed N = 394 %
JOB RELATEDNESS	NA	NA	NA	NA
TRAINING SATISFACTION	87	81	80	78
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	4	3	40	21
• University 4 year	5	0	46	74
• Apprenticeship	4	3	1	0
• On-the-job training	21	14	5	1
• No further training	59	67	1	0
HOURLY WAGE	$3.83	$2.85	$3.05	NA

(1) 28% of total sequence vocational one-year graduates
(2) 5% of total sequence vocational one-year graduates
(3) 20% of total sequence vocational one-year graduates
(4) 34% of total sequence vocational one-year graduates

ONE-YEAR SEQUENCE VOCATIONAL GRADUATES

JOB RELATEDNESS

Since sequence vocational data is not coded according to vocational program, this factor is not available.

TRAINING SATISFACTION varies from 78 to 87 percent in four categories of employment/student status.

- Eighty-seven percent of graduates who are employed full time are satisfied with their secondary vocational program.
- Eighty-one percent of graduates who are employed part time (not in school) are satisfied with their secondary vocational program.
- Eighty percent of graduates who are employed part time (in school) are satisfied with their secondary vocational program.
- Seventy-eight percent of graduates who are full-time students are satisfied with their secondary vocational program.

POST-SECONDARY TRAINING occurs more frequently at four year universities for graduates employed part time (in school) and for full-time students.

- Forty-six percent of graduates employed part time (in school) and 74 percent of graduates who are full-time students have attended a four year university program.
- Forty percent of graduates employed part time (in school) and 21 percent of graduates who are full-time students have attended a vocational technical school.
- Fifty-nine percent of graduates employed full time have had no further training; 21 percent have received on-the-job training.
- Sixty-seven percent of graduates employed part time (not in school) have had no further training; 14 percent have received on-the-job training.

HOURLY WAGE is higher for graduates employed full time than for graduates employed part-time.

- Graduates employed full time earn $3.83/hour.
- Graduates employed part time (not in school) earn $2.85/hour.
- Graduates employed part time (in school) earn $3.05/hour.

Table 36

THREE-YEAR
SEQUENCE VOCATIONAL GRADUATES

	Employed Full time (1)	Employed Part time (2) not in school	Employed Part time (3) in school	Full-time Student (4) not employed
	N = 668 %	N = 55 %	N = 212 %	N = 202 %
JOB RELATEDNESS	NA	NA	NA	NA
TRAINING SATISFACTION	83	73	73	74
POST-SECONDARY TRAINING				
• Vo-Tech one and two year	21	20	17	9
• University 4 years	7	7	66	82
• Apprenticeship	4	2	0	0
• On-the-job training	17	15	9	3
• No further training	34	42	0	0
HOURLY WAGE	$4.55	$3.30	$3.20	NA

(1) 45% of total sequence vocational three-year graduates
(2) 4% of total sequence vocational three-year graduates
(3) 20% of total sequence vocational three-year graduates
(4) 18% of total sequence vocational three-year graduates

THREE-YEAR SEQUENCE VOCATIONAL GRADUATES

JOB RELATEDNESS

Since sequence vocational data is not coded according to vocational program, this factor is not available.

TRAINING SATISFACTION varies from 73 to 83 percent in four categories of employment/student status.

- Eighty-three percent of graduates who are employed full time are satisfied with their secondary vocational training.
- Seventy-three percent of graduates who are employed part time (not in school and in school) are satisfied with their secondary vocational training.
- Seventy-four percent of graduates who are full-time students are satisfied with their secondary vocational training.

POST-SECONDARY TRAINING occurs more frequently at vocational technical schools for graduates employed full and part time than for full-time students.

- Twenty-one percent of graduates employed full time have attended a vocational technical school. Twenty percent and 17 percent, respectively of graduates employed part time (not in school and in school) have attended a vocational technical school.
- Eighty-two percent of graduates who are full-time students have attended a four year university.
- Sixty-six percent of graduates who are employed part time (in school) have attended a four year university.
- Thirty-four percent of graduates who are employed full time have had no further training; 17 percent have received on-the-job training.
- Forty-two percent of graduates who are employed part time (not in school) have had no further training; 15 percent have received on-the-job training.

HOURLY WAGE is higher for graduates employed full time than for graduates employed part-time.

- Graduates employed full time earn $4.55/hour.
- Graduates employed part time (not in school) earn $3.30/hour.
- Graduates employed part time (in school) earn $3.20/hour.

Chapter 4

OUTCOME MEASURES

The intent of this chapter is to draw conclusions about five selected outcome measures of a secondary vocational program:

- job relatedness
- training satisfaction
- post-secondary training
- wages
- vocational student organizations (in-school)

Chapter 3 looked at each vocational discipline in some detail. The material in this chapter will draw together the individual discipline analyses and look at each outcome measure as it is documented through all capstone and sequence programs.

JOB RELATEDNESS

One of the standard measures of the effectiveness of a vocational program is the percentage of graduates working in a job that is directly or somewhat related to their secondary vocational training. No minimum relatedness level has been identified, either nationally or for Wisconsin secondary vocational education. It could be argued that the higher the percentage of relatedness, the more prepared those graduates were in a specific discipline.

Other factors also influence relatedness levels, such as:

availability of jobs in that field and in that community,
changes in graduates' career plans,
available post-secondary opportunities, and others.

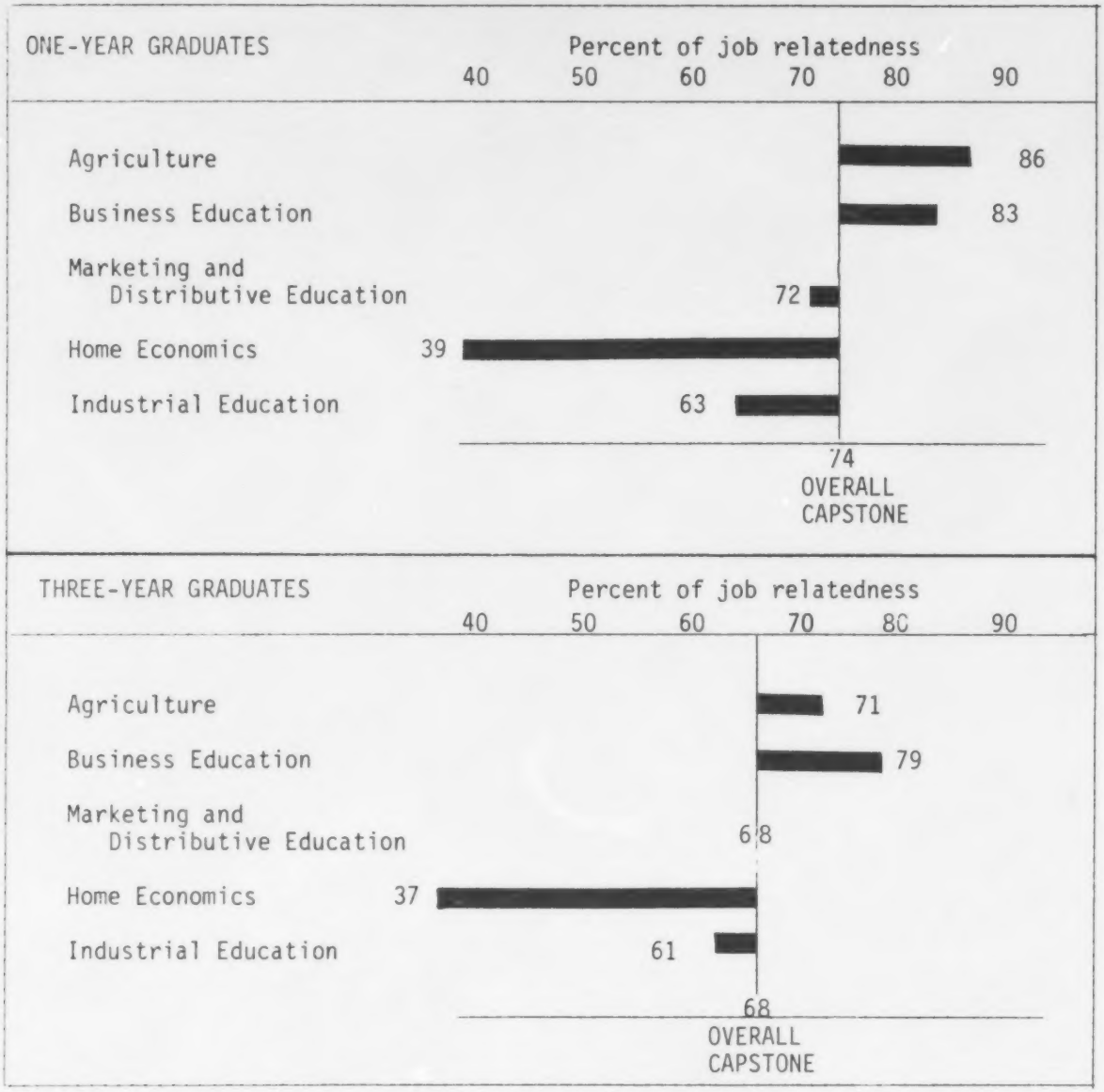
Relatedness levels for the 1,267 one-year capstone graduates and the 1,038 three-year capstone graduates in this report rarely drop below 60 percent. Some vocational programs show considerably higher relatedness levels, even at three-years. The percentage of graduates working in a job related to their area of training generally decreases as time elapses from completion of secondary school.

In order to be more precise about job relatedness, data was isolated about one and three year capstone graduates who are employed full time. This data is available for each vocational discipline; an average relatedness level is also available for all one and three year capstone graduates who are employed full time.

The following graph shows variations of specific vocational disciplines from the overall capstone average of job relatedness. (Note: Health occupations data is not included because population size is too small to be reliable). The graph also shows changes in relatedness levels from one year to three years.

FIGURE 4

JOB RELATEDNESS OF
ONE AND THREE YEAR CAPSTONE GRADUATES
WHO ARE EMPLOYED FULL TIME



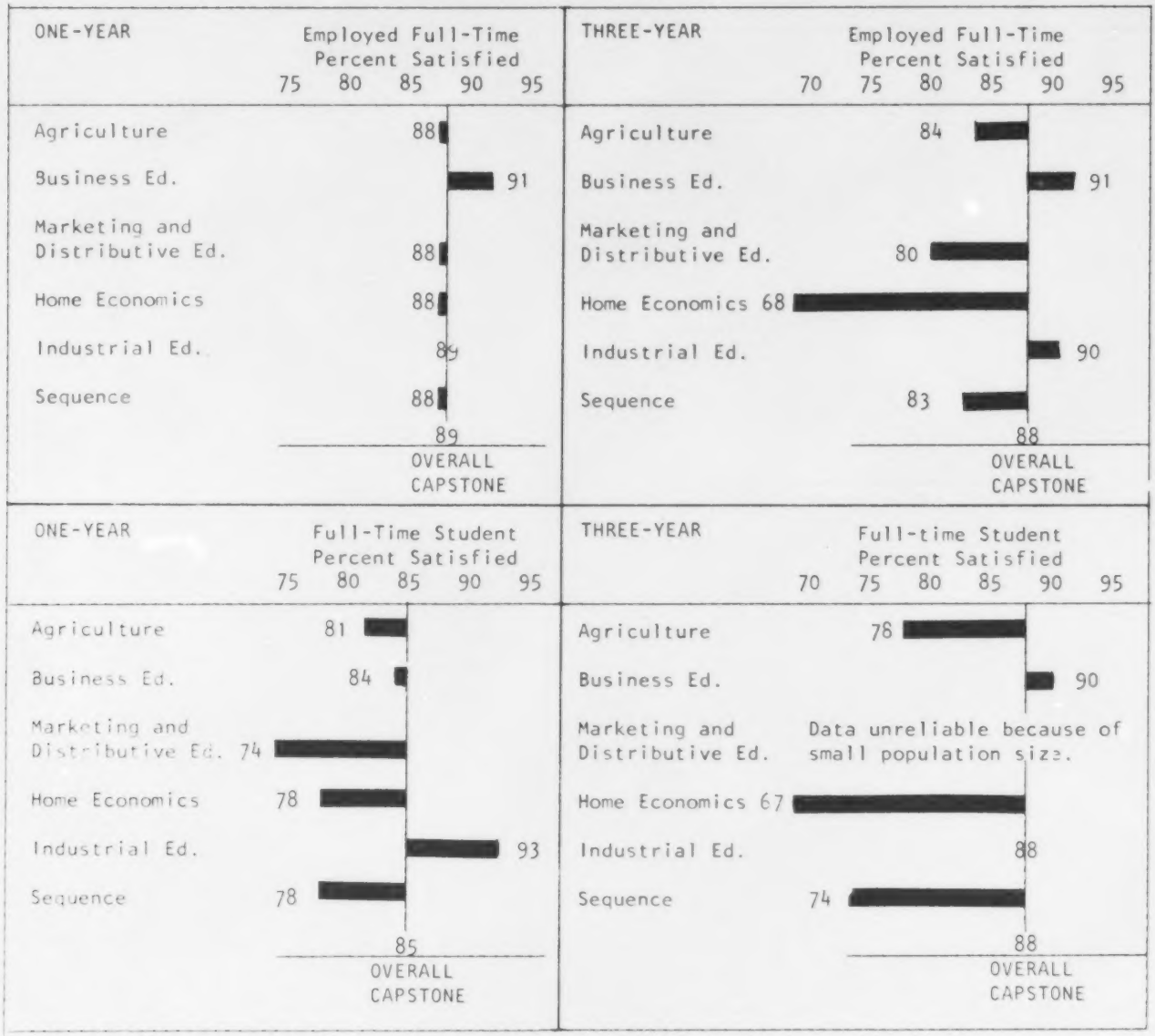
Business education emerges as having the highest relatedness level for one- and three year graduates. Agriculture follows; marketing and distributive education approximates the overall capstone relatedness level. Industrial education falls slightly below the overall level and home economics is substantially lower.

TRAINING SATISFACTION

Another measure of the effectiveness of a vocational program is the degree of satisfaction that graduates express about their secondary vocational training. In general, satisfaction levels are high for both capstone and sequence vocational graduates. When data is analyzed by employment and student status, however, further conclusions may be drawn.

FIGURE 5

TRAINING SATISFACTION
ONE AND THREE YEAR GRADUATES



1. In all cases but one, satisfaction levels of graduates who are employed full time are greater than satisfaction levels of graduates who are full-time students.

   This difference ranges as low as 7 percentage points in one-year agriculture graduates (88 percent to 81 percent) and as high as 14 percentage points in one-year marketing/distributive education graduates (88 percent to 74 percent). A difference of 9 percentage points is shown in three-year sequence graduates (83 percent to 74 percent).

   Exception: The satisfaction level of one-year industrial education graduates who are employed full time is lower than one-year industrial education graduates who are full-time students (89 percent to 93 percent).

2. In most cases, satisfaction levels decrease from one to three years.

   This difference ranges as high as 20 percentage points for home economics graduates employed full time (88 percent one-year graduates to 68 percent three-year graduates) and as low as 3 percentage points for agriculture graduates who are full-time students (81 percent one-year graduates to 78 percent three-year graduates).

   Exceptions:

   - Industrial education graduates who are employed full time are more satisfied at three years (89 percent at one-year compared to 90 percent at three-years).
   - Business education graduates who are full-time students are more satisfied at three years by 6 percentage points (84 percent to 90 percent).
   - Business education graduates who are employed full time maintained the same level of satisfaction from one to three years (91 percent). NOTE: See page 72 for comment about job relatedness for business education graduates.

3. Membership in student organizations appears to influence the satisfaction levels of in-school students. In all cases but one, levels of satisfaction are higher for students belonging to the student organization related to their vocational discipline than the overall satisfaction level for that discipline. (See Table 44, page 83, for student organization analysis.)

POST SECONDARY TRAINING

The patterns of post-secondary training for one and three-year graduates vary somewhat between capstone, sequence, and academic programs. Post secondary training may take many forms, such as apprenticeship or on-the-job training. For purposes of this chapter, only post-secondary training at vocational technical schools and four-year university programs are discussed.

Vocational Technical Schools: One and two-year programs (See Table 37)

The percentage of one and three-year graduates attending vocational technical schools decreases as the amount of secondary occupational preparation decreases. More capstone graduates attend vocational technical schools either as part-time students (while working) or as full-time students than sequence graduates. Likewise more sequence graduates attend vocational technical schools either as part-time students (while working) or as full-time students.

- Fifty-five percent of one-year capstone graduates who are part-time students and 42 percent who are full-time students have attended a vocational technical school.
- Forty percent of one-year sequence graduates who are part-time students and 20 percent who are full-time students have attended a vocational technical school.
- Twenty-four percent of one-year academic graduates who are part-time students and 12 percent who are full-time students have attended a vocational technical school.
- Twenty-two percent of three-year capstone graduates who are part-time students and 20 percent who are full-time students attended a vocational technical school.
- Sixteen percent of three-year sequence graduates who are part-time students and 9 percent who are full-time students have attended a vocational technical school.
- Fourteen percent of three-year academic graduates who are part-time students and 7 percent who are full-time students have attended a vocational technical school.

In all cases, the percentage of graduates attending a vocational technical school is higher for those graduates employed part time (in school) than for graduates who are full-time students. More graduates who attended vocational technical schools combine part time employment with school than those who attend full time.

Table 37

POST-SECONDARY TRAINING AT VOCATIONAL TECHNICAL SCHOOLS

Vo-Tech one and two years	ONE-YEAR GRADUATES	
	Employed Part time, in school	Full-time Students
	%	%
Capstone	55	42
Sequence	40	20
Academic	24	12
	THREE-YEAR GRADUATES	
Capstone	22	20
Sequence	16	9
Academic	14	7

University: Four-year program (See Table 38)

The percentage of one-year graduates attending a four-year university program increases as the amount of secondary occupational preparation decreases. However, at three-years capstone, sequence and academic graduates are attending university programs in closer percentages.

- Thirty-one percent of one-year capstone graduates who are part-time students and 49 percent who are full-time students have attended a university program.
- Forty-six percent of one-year sequence graduates who are part-time students and 74 percent who are full-time students have attended a university program.
- Sixty-six percent of one-year academic graduates who are part-time students and 82 percent who are full-time students have attended a university program.
- Sixty-four percent of three-year capstone graduates who are part-time students and 77 percent who are full-time students have attended a university program.
- Sixty-six percent of three-year sequence graduates who are part-time students and 82 percent who are full-time students have attended a university program.

Table 38

POST-SECONDARY TRAINING AT UNIVERSITIES

University 4 year	ONE-YEAR GRADUATES	
	Employed part time, in school	Full-time Students
	%	%
Capstone	31	49
Sequence	46	74
Academic	66	82
Capstone	64	77
Sequence	66	82
Academic	69	84

In all cases, the percentage of graduates attending a university program is higher for those graduates who are full-time students than for graduates who are employed part time (in school). More graduates who attended university programs are full-time students than those who combine part time employment with school.

WAGES

The amount of income that capstone and sequence graduates can expect to earn varies considerably between disciplines. Industrial education graduates earn remarkably high wages in full-time employment, both at one and three years. The one-year annual wage of $10,338 is $3,890 more than minimum wage (computed by multiplying $3.10 x 2080 hours). Business education graduates earn remarkably low wages in full-time employment ($400 over minimum wage on an annual basis) at one-year. At three years, business education graduates are still the lowest vocational area in wages.

NOTE: See coments on page 72 about higher relatedness level and page 74 for higher training satisfaction levels for business education graduates.

Table 39

AVERAGE ANNUAL WAGE
OF ONE AND THREE YEAR GRADUATES

1979-80$

Graduates	EMPLOYED FULL TIME, NON MILITARY	
	One-year	Three-year
	N = 669	N = 674
CAPSTONE		
Overall	$ 8,382	$10,109
Agriculture	$ 8,154	$ 9,880
Business Education	$ 6,843	$ 8,258
Marketing and Distributive Education	$ 7,717	$ 9,963
Health Occupations	$ 6,656	$ 7,800
Home Economics	$ 7,675	$ 8,549
Industrial Education	$10,338	$11,877
	N = 417	N = 591
SEQUENCE VOCATIONAL	$ 7,966	$ 9,464
	N = 172	N = 262
GENERAL ACADEMIC	$ 7,592	$ 9,402

NOTE: Average annual wage was computed by multiplying average hourly wage x 2080 hours.

- Industrial education capstone graduates earn 30 percent more annually ($2,372) than sequence vocational one-year graduates and 23 percent more annually ($1,935) than overall one-year capstone graduates.
- The margin narrows somewhat at three years as industrial education graduates earn 26 percent more annually ($2,413) than sequence vocational three-year graduates and 18 percent more annually ($1,768) than overall three-year capstone graduates.
- Business education graduates earn 16 percent less annually (1,123) than sequence vocational one-year graduates and 23 percent less annually ($1,539) than overall capstone three-year graduates.
- At three years, business education graduates earn 15 percent less annually ($1,206) than sequence vocational graduates and 22 percent less annually ($1,851) than overall capstone graduates.

Table 40

PERCENT INCREASE IN ANNUAL WAGE BETWEEN
ONE AND THREE YEAR GRADUATES
EMPLOYED FULL TIME
1979-80

GRADUATES	ONE YEAR	THREE YEAR	DIFFERENCE	PERCENT CHANGE
All Capstone	$ 8,382	$10,109	$ 1,727	21%
Agriculture	$ 8,154	$ 9,880	$ 1,726	21%
Business Education	$ 6,843	$ 8,258	$ 1,415	21%
Marketing and Distributive Education	$ 7,717	$ 9,963	$ 2,246	29%
Health Occupation	$ 6,656	$ 7,800	$ 1,144	17%
Home Economics	$ 7,675	$ 8,549	$ 874	11%
Industrial Education	$10,338	$11,877	$ 1,539	15%
Sequence Vocational	$ 7,966	$ 9,464	$ 1,498	19%
General Academic	$ 7,592	$ 9,402	$ 1,810	24%

- Marketing and distributive education capstone graduates show a 29 percent increase in their annual wage ($2, 246) from one to three years.
- Overall capstone graduates show a 21 percent increase in their annual wage ($1,727/year) from one to three years.
- Overall sequence vocational graduates show a 19 percent increase in their annual wage ($1,498/year) from one to three years.
- Agriculture graduates show a dollar increase higher than any other vocational discipline except marketing and distributive education.
- Home economics shows the lowest rate of increase of any discipline.

For purposes of comparison, the following chart presents hourly wages for one and three-year graduates employed full time, part time (in school) and part time (not in school). As might be expected, graduates employed full time consistently earn higher hourly wages than graduates employed part time.

Table 41

AVERAGE HOURLY WAGE
OF ONE AND THREE YEAR GRADUATES
1979-80

GRADUATES	EMPLOYED FULL TIME		EMPLOYED PART TIME NOT IN SCHOOL		EMPLOYED PART TIME IN SCHOOL	
	One-year	Three-year	One-year	Three Year	One-year	Three-year
ALL CAPSTONE	N = 669	N = 674	N = 48	N = 35	N = 193	N = 60
	$4.03	$4.86	$2.92	$3.94	$3.04	$3.22
SEQUENCE VOCATIONAL	N = 417	N = 591	N = 72	N = 54	N = 238	N = 169
	$3.83	$4.55	$2.85	$3.30	$3.05	$3.20
GENERAL ACADEMIC	N = 172	N = 262	N = 29	N = 29	N = 164	N = 214
	$3.65	$4.52	$3.17	$3.24	$2.87	$3.21

EMPLOYED FULL TIME

- Capstone one-year graduates earn 5 percent more than sequence one-year graduates ($4.03 compared to $3.83) and 10 percent more than general academic graduates ($4.03 compared to $3.65).

- Three-year capstone graduates earn 8 percent more than sequence and academic three-year graduates ($4.86 compared to $4.52).

EMPLOYED PART TIME, NOT IN SCHOOL

- Capstone one-year graduates earn 9 percent less than general academic one-year ($2.92 compared to $3.17) graduates and 2 percent more than sequence one-year graduates ($2.92 compared to $2.85).

- At three years, capstone graduates are earning 22 percent more than academic three-year graduates ($3.94 compared to $3.24) and 19 percent more than sequence three-year graduates ($3.94 compared to $3.30).

EMPLOYED PART TIME, IN SCHOOL

- Capstone and sequence vocational graduates working part time and attending school earn equal wages at one-year ($3.05/hour) and three-years ($3.20/hour).

- General academic wages are less at one-year ($2.87/hour) and equal to capstone and sequence graduates at three-years ($3.20/hour).

STUDENT ORGANIZATIONS

Many vocational educators assert that vocational student organizations are a major component of an effective vocational program. With this in mind, data from in-school students have been cross referenced between discipline, student organizations, and three other variables (student training satisfaction, occupational awareness, and post-high school plans). The following tables show relationships between these variables. For further interpretation about student organizations as they pertain to individual disciplines, see Chapter 3.

Table 42

PERCENTAGE OF ALL RESPONDING VOCATIONAL STUDENTS (BY DISCIPLINE) WHO CHECKED MEMBERSHIP IN STUDENT ORGANIZATIONS

1979-80

N = 5,260

"I am a member of the following student organizations"	STUDENT RESPONSE%					
	Agriculture %	Business Education %	Marketing and Distributive Education %	Health Occupations %	Home Economics %	Industrial Education %
DECA	1	3	61	3	4	1
FBLA	1	15	3	8	3	0
FFA	77	2	2	4	2	10
FTA	0	0	0	0	0	0
HERO	1	1	3	1	6	0
VICA	0	0	0	0	0	2
FHA	1	4	2	8	10	0
Other	5	7	5	13	6	4
None	14	60	21	54	60	76

NOTE: General education responses are not included in the above percentages.

When student membership status is analyzed by vocational discipline, it is shown that:

- Seventy-seven percent of all responding agriculture students belong to FFA.
- Sixty-one percent of all responding marketing and distributive education students belong to DECA.
- Fifteen percent of all responding business education students belong to FBLA.
- Ten percent of all responding home economics students belong to FHA.
- Six percent of all responding home economics students belong to HERO.
- Two percent of all responding industrial education students belong to VICA.

TABLE 43

VOCATIONAL STUDENT ORGANIZATION
MEMBERSHIP SHOWING DISCIPLINE CROSSOVER
1979-80

Discipline	DECA N = 357 %	FBLA N = 280 %	FFA N = 672 %	HERO N = 83 %	VICA N = 35 %	FHA N = 197 %
Agriculture	*2	1	60	4	3	4
Business Education	13	76	5	11	6	31
Marketing and Distributive Education	68	5	1	13	3	3
Health Occupations	2	7	1	2	3	11
Home Economics	9	10	3	66	0	47
Industrial Education	7	1	30	4	86	5

NOTE: General education responses are not included in the above percentages.

*Percentages are derived from base of total student membership for each student organization (i.e., 2 percent of the students in the total DECA membership checked agriculture as their main vocational program).

Looking at the composition of membership in student organizations, a pattern of discipline crossover emerges. For example:

- DECA membership consists of 68 percent marketing and distributive education students and 13 percent business education students.
- FBLA membership consists of 76 percent business education students and 10 percent home economics students.
- FFA membership consists of 60 percent agriculture students and 30 percent industrial education students.
- HERO membership consists of 66 percent home economics students, 13 percent marketing and distributive education students and 11 percent business education students.
- VICA membership consists of 86 percent industrial education students.
- FHA membership consists of 47 percent home economics students and 31 percent business education students.

Table 44

STUDENT TRAINING SATISFACTION
CATEGORIZED BY VOCATIONAL ORGANIZATIONS
AND RELATED VOCATIONAL DISCIPLINES

1979-80

Discipline	Overall N = 5260 % Satisfaction	DECA N = 357 % Satisfaction	FBLA N = 280 % Satisfaction	FFA N = 672 % Satisfaction	HERO N = 83 % Satisfaction	VICA N = 35 % Satisfaction	FHA N = 197 % Satisfaction
Agriculture	80	*	*	83	*	*	*
Business Education	82	85	86	87	*	*	91
Marketing and Distributive Education	71	81	77	*	78	*	*
Health Occupations	71	*	73	*	*	*	89
Home Economics	75	87	47	100	72	*	92
Industrial Education	80	84	*	86	*	90	*

NOTE: General education responses are not included in the above percentages.

*Comparisons are unreliable because of small population size (less than 5%).

Boxes indicate satisfaction levels of student organization membership and the vocational discipline related to that organization. In all cases but one, levels of satisfaction are higher for students belonging to the student organization related to their vocational discipline.

Exception: HERO members who designate home economics as their main vocational programs are 72 percent satisfied with their vocational training versus a satisfaction level of 75 percent for overall home economics students.

- FFA members who designate agriculture as their main vocational program are 83 percent satisfied with their vocational training versus a satisfaction level of 80 percent for overall agriculture students.
- FBLA members who designate business education as their main vocational program expressed an 86 percent satisfaction rating of their vocational training versus a satisfaction level of 82 percent for overall business education students.
- DECA members who designate marketing and distributive education as their main vocational program expressed an 81 percent satisfaction rating of their vocational training versus a satisfaction level of 71 percent for overall distributive education students.

- FHA members who designate home economics as their main vocational program expressed a 92 percent satisfaction rating of their vocational training versus a satisfaction level of 75 percent for overall home economics students.

- VICA members who designate industrial education as their main vocational program expressed a 90 percent satisfaction rating of their vocational training versus a satisfaction level of 80 percent for overall industrial education students.

Table 45

PERCENT OF STUDENTS RESPONDING
TO QUESTIONS ABOUT OCCUPATIONAL AWARENESS
CATEGORIZED BY STUDENT ORGANIZATIONS
1979-80

"During my vocational program I have learned about:"	*OVERALL %	N = 357 DECA %	N = 280 FBLA %	N = 672 FFA %	N = 83 HERO %	N = 35 VICA %	N = 197 FHA %
1. new (emerging) occupations	16	17	17	18	17	18	15
2. male dominated jobs which females can now enter	10	10	11	12	13	12	10
3. female dominated jobs which males can now enter	7	8	10	6	13	2	9
4. occupations which have many job opportunities	21	21	20	21	18	21	23
5. occupations which are over crowded with workers and applicants	9	10	10	10	9	11	8
6. post-high school training opportunities related to my career goal	15	17	16	15	15	16	14
7. job alternatives related to my career goal	16	17	16	17	15	20	20

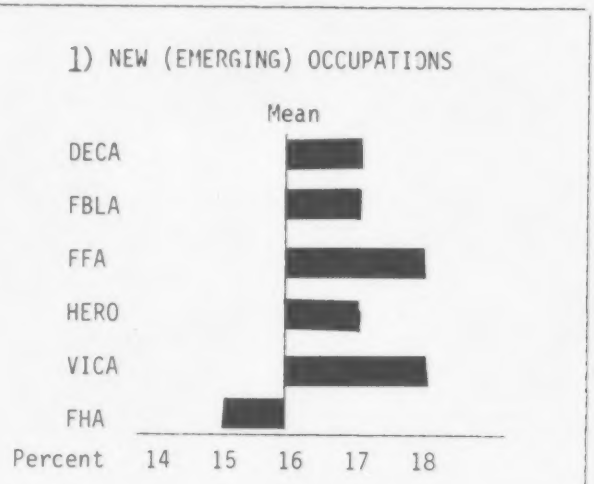
NOTE: General education responses are not included in the above percentages.
*These percentages include students who belong to no vocational student organization.

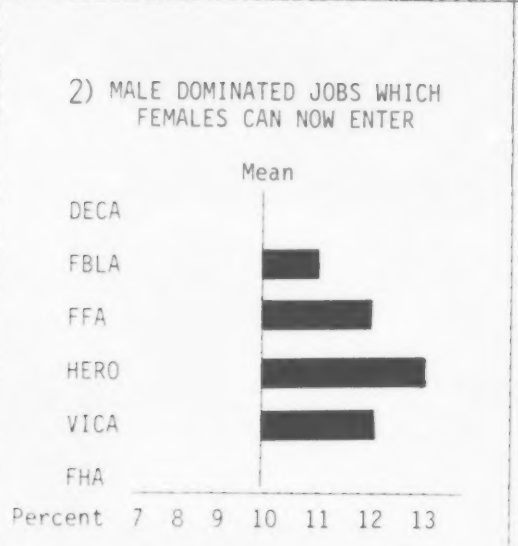
Figure 6 displays graphically the data displayed in Table 45. Differences between student organizations are shown as variations on eitner side of the mean (overall response).

FIGURE 6
PERCENT OF STUDENTS RESPONDING TO QUESTION ABOUT OCCUPATIONAL AWARENESS CATEGORIZED BY STUDENT ORGANIZATIONS
(Difference from Overall Mean Response)
1979-80

"During my vocational program I have learned about:"

	N
DECA	357
FBLA	280
FFA	672
HERO	83
VICA	35
FHA	197





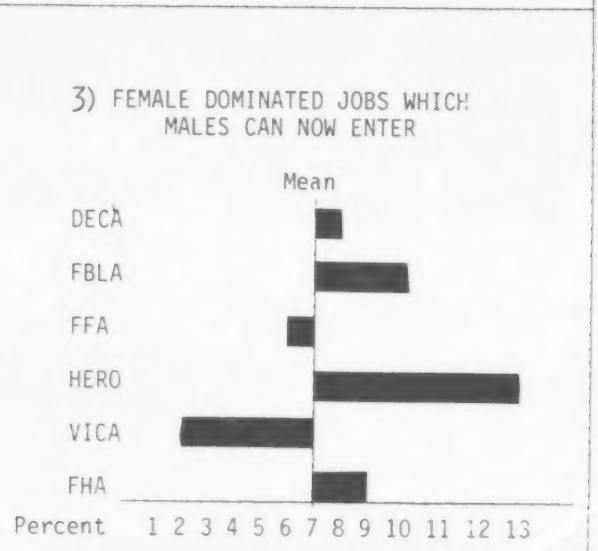
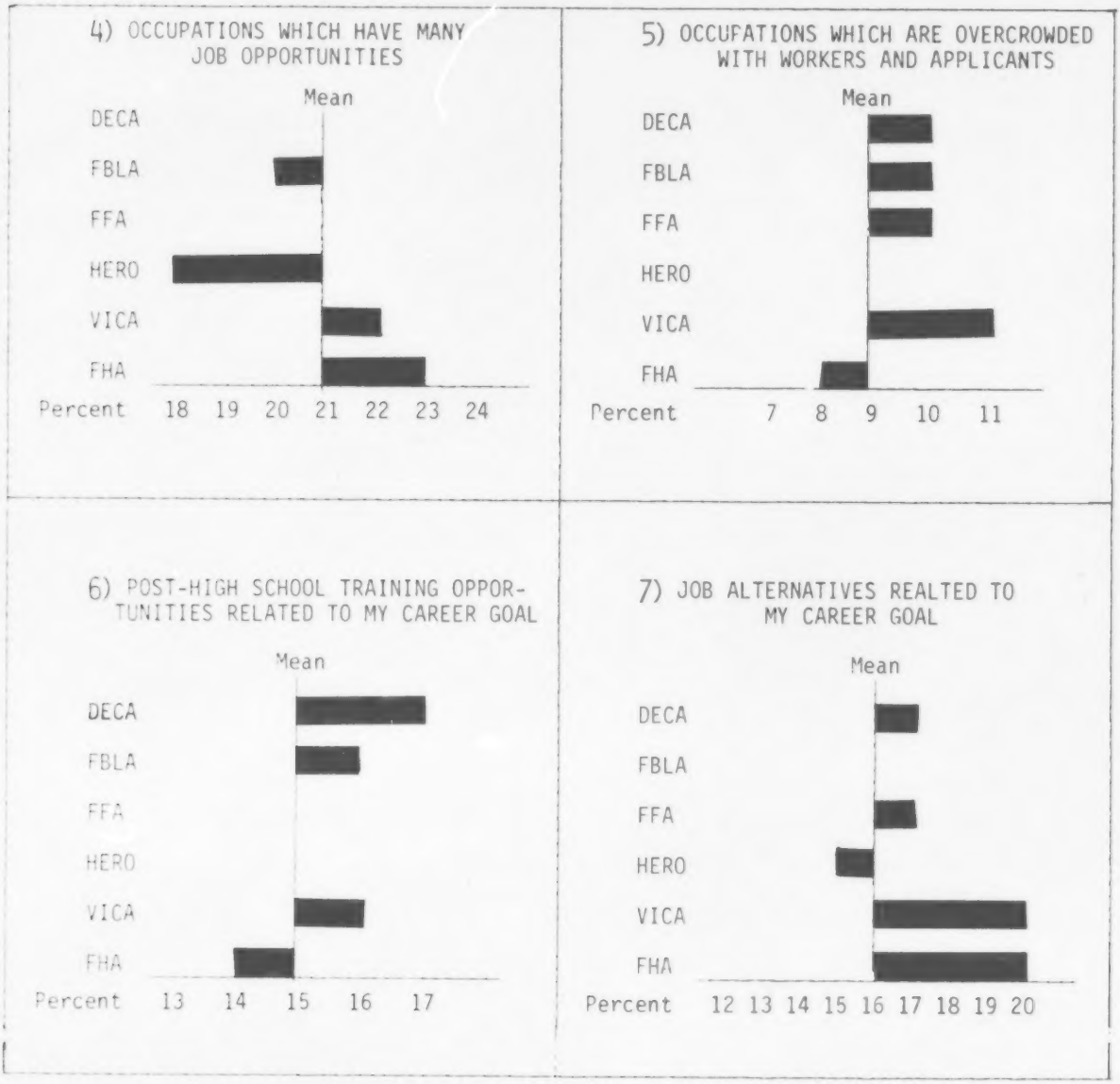


FIGURE 6 (concluded)
PERCENT OF STUDENTS RESPONDING TO QUESTION ABOUT OCCUPATIONAL AWARENESS CATEGORIZED BY STUDENT ORGANIZATIONS
(Difference from Overall Mean Response)
1979-80



- Students belonging to all student organizations except FHA, indicate more awareness than average of new (emerging) occupations.
- Students belonging to HERO show more awareness than average of male dominated jobs which females can now enter, and also female dominated jobs which males can now enter.
- Students belonging to VICA show less awareness than average of female dominated jobs which males can now enter.
- Students belonging to FHA show more awareness than average of occupations which have many job opportunities. Students belonging to HERO show less awareness than average for this area.
- Students belonging to VICA show more awareness than average of occupations which are overcrowded with workers and applicants.
- Students belonging to DECA show more awareness than average of post-high school training opportunities related to my career goal.
- Students belonging to VICA and FHA show more awareness than average of job alternatives related to my career goal.

TABLE 46

POST-HIGH SCHOOL PLANS OF
STUDENT ORGANIZATION MEMBERSHIP AND
RELATED VOCATIONAL DISCIPLINES

1979-80

DISCIPLINE	Overall N = 5260 %	DECA N = 357 %	FBLA N = 280 %	FFA N = 672 %	HERO N = 85 %	VICA N = 35 %	FHA H = 197 %
Agriculture	55 Work 33 School	*	*	57 Work 32 School	*	*	*
Business Education	29 Work 67 School	21 Work 64 School	32 Work 61 School	27 Work 63 School	*	*	33 Work 62 School
Marketing and Distributive Education	30 Work 57 School	27 Work 59 School	38 Work 62 School	*	56 Work 33 School	*	*
Health Occupations	18 Work 70 School	*	9 Work 73 School	*	*	*	65 Work 18 School
Home Economics	35 Work 53 School	29 Work 50 School	33 Work 53 School	*	28 Work 53 School	*	43 Work 51 School
Industrial Education	39 Work 46 School	36 Work 58 School	*	52 Work 38 School	*	31 Work 62 School	*

NOTE: General education responses are not included in the above percentages.
*Comparisons are unreliable because of small population size (less than 5 percent).

In most cases there is little difference between the post-high school plans of students belonging to a discipline-related vocational organization and the post-high school plans of students in that overall discipline. Exceptions to this observation are to be found as follows:

- Sixteen percent more industrial education students belonging to VICA plan to go to school after high school than overall industrial education students.
- Eight percent more home economics students belonging to FHA plan to work after high school than overall home economics students.
- Five percent fewer home economics students belonging to HERO plan to work after high school than overall home economics students.
- Industrial education students who belong to FFA (30 percent of FFA membership; see Table 43) are more similar to other agriculture students than to overall industrial education students in their post-high school plans.
- Distributive education students belonging to HERO indicate post high school plans of 56 percent work and 33 percent school, while overall distributive education students indicate post high school plans of 30 percent work and 57 percent school.

APPENDIX A

List of Schools Involved in Evaluation in 1979-80

Albany High School
Algoma High School
Arkansaw High School
Bowler High School
Cadott High School
Cameron High School
Darlington High School
Deerfield High School
Dodgeville High School
Durand High School
Eagle River-Northland Pines High School
Elroy Royal High School
Fredonia Ozaukee High School
Freedom High School
Gilmanton High School
Greendale High School
Greenfield High School
Holmen High School
Jefferson High School
Johnson Creek High School
Kaukauna High School
Kewaunee High School
Lake Holcombe High School
Lightfoot High School
Maple High School
McFarland High School
Mequon Homestead High School
Merrill Senior High School
New Auburn High School
New London High School
North Crawford High School
Omro High School
Onalaska High School
Ondossagon High School
Pepin High School
Port Washington High School
Pulaski High School
River Falls High School
Rosendale High School
Sauk Prairie High School
Sevastopol High School
Sheboygan Public Schools
    North High School
    South High School
Slinger High School
Sparta High School
Sturgeon Bay High School
Tigerton High School
Tony-Flambeau High School
Washington Island High School
Waterford Union High School
Waunakee High School
Waupaca Senior High School
Weyauwega High School
Winneconne High School
Wisconsin School for the Visually Handicapped
Wittenberg Birnamwood High School

List of Schools Involved in Evaluation in 1978-79

Ashwaubenon

Auburndale

Barron

Bayfield

Bloomer

Brown County Children's Handicapped Board - Syble Hopp & Donovan Schools

Cedarburg

Chetek

Delafield

Kettle Moraine

Denmark

DePere

Fennimore

Gilman

Hilbert

Janesville - Craig and Parker

Kenosha - Bradford & Tremper

Menomonie

Mineral Point

Minocqua-Lakeland

Mukwonago

Muskego

New Richmond

Neenah - Armstrong & Shattuck

Prairie du Chien

Prairie Farm

Potosi

Rice Lake

Southern Door

Stanley-Boyd

Tomahawk

Valders

Waterloo

West Allis Schools - Central, Nathan Hale, West Milwaukee

West DePere

List of Schools Involved in Evaluation in 1977-78

CESA 1 - Washburn

CESA 6 - Altoona

- Augusta
- Eleva-Strum
- Fall Creek
- Oseo-Fairchild

CESA 11 - Arcadia

- Blair
- Independence
- Taylor
- Whitehall

Chippewa Falls

Franklin

Marinette

Superior

Waukesha-South/North

Program: WAIT30.BAC on 03-Dec-80 at 01:27 PM Data from file 'CWUC10'
Group numbers based on the PRIMARYgroup for this analysis
Survey analysis of response to 24 questions, by 45 people

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Question: 1
==========

From past experience, would you prefer to hire persons who have had high school vocational training?

1. no preference
2. some preference
3. a good deal of preference

Group	Mean		Stand Dev		Number		Quartile			
	Omit	No Omit	Omit	No Omit	People	Checks	First	Median	Third	IQR
0	2.21	2.21	0.95	0.95	45	47	1.55	2.33	2.94	1.39

Omit				
0.00	0.24	0.33	0.47	People
0.00	0.23	0.32	0.45	Checks
0	11	15	21	

Group	Mean		Stand Dev		Number		Quartile			
	Omit	No Omit	Omit	No Omit	People	Checks	First	Median	Third	IQR
1	2.23	2.23	0.83	0.83	13	13	1.56	2.38	2.96	1.40

Omit				
0.00	0.23	0.31	0.46	People
0	3	4	6	

Group	Mean		Stand Dev		Number		Quartile			
	Omit	No Omit	Omit	No Omit	People	Checks	First	Median	Third	IQR
2	2.33	2.33	1.14	1.14	19	21	1.71	2.55	3.0?	1.31

Omit				
0.00	0.21	0.32	0.58	People
0.00	0.19	0.29	0.52	Checks
0	4	6	11	

Group	Mean		Stand Dev		Number		Quartile			
	Omit	No Omit	Omit	No Omit	People	Checks	First	Median	Third	IQR
3	2.00	2.00	0.82	0.82	13	13	1.31	2.00	2.69	1.38

Omit				
0.00	0.31	0.38	0.31	People
0	4	5	4	